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From the editor



Welcome to the last *Scan* for 2001. This issue completes your current subscription. We hope that you will be joining us next year.

Look out for your personalised 2002 *Scan* Tax invoice/Renewal of subscription form, sent out by separate cover at the end of Term Three. Please check the name and address details carefully, ensuring that they reflect your current situation, and then return the form to *Scan* or to your subscription agency. A blank subscription form has also been included with this issue, which you may wish to pass on to a colleague. It is important that you are careful not to double subscribe accidentally.

This issue includes our annual set of Cumulative indexes of resources, authors, Internet sites, and articles. These will assist you to locate reviews and articles across the four issues of *Scan* for 2001. Our regular column, Briefly..., contains several lists of award winners during 2001, which will become a useful reference source for readers.

The Teaching and learning articles by teacher-librarians highlight a range of strategies being used with students for the successful achievement of outcomes. They contain ideas for planning and teaching that can be adapted for use across key learning areas, and with students at various stages.

It is obvious that these teacher-librarians are working collaboratively with teachers, and successfully using explicit and strategic teaching. For example, Sue Knight's article features an exciting whole school event from their K-6 literacy program, and Jackie Hawkes' explores ideas for teachers working with Higher School Certificate students on long term research projects. There are also strong connections to be made to the main points in Penny Hutton's reflective paper about the *Using authentic texts* virtual conference.

Also in this issue, Dr Ross J. Todd presents the work of Canada's Lois Barranoik in Research columns. Her paper is a key example of evidence based practice and the collaborative, inquiry centred approach. Through her paper, Lois provides evidence of ways in which teacher-librarians can demonstrate that the elements of best practice can make a real difference to student learning.

We value your feedback and look forward to your return in 2002. Thank you to all our readers, contributors and advertisers for your continued support of *Scan*. Thanks also to the resource publishers who supply books and other items to be catalogued and reviewed.

Ian McLean

Currents

Colleen Foley is Acting Manager SCIS/Scan, Library and Information Literacy.

As the year draws to a close we can reflect on the valuable contributions teacher-librarians make to teaching and learning, and the difference teacher-librarians have made in helping meet specific outcomes, through collaborative work with their colleagues. Once again, our *Scan* articles are timely reminders of our achievements and commitment.

Literacy support using technology in teaching and learning

In this issue of *Scan*, Penny Hutton follows up our successful 2001 virtual conference, *Using authentic texts*, with reference to the *Young Australians reading: from keen to reluctant readers* report. Penny's cleverly interwoven analysis of the report and some of the significant discussion from the conference, reinforces the crucial role teacher-librarians have in the literacy program in their school.

The excitement of book raps, using technology meaningfully for explicit teaching and learning, continues. Many teachers and students, primary and secondary, from Stage 1 to Stage 6, have commented on the extensive support of these raps for their programs and understanding of syllabus requirements.

Confirmed raps for 2002 include:

Term Two, 2002:

- *Road safety*. This rap will focus on the Stage 1 PDHPE picture book and information kit, *Move ahead with street sense*, featuring the big book, *Jeffrey: a shared book with road safety messages for children*, by Margaret Wild.
- *Local community*. Stage 2 and Stage 3 HSIE unit.

Dates to be confirmed:

- *Through Australian eyes*. Stage 6 English Standard (Telling stories) and Stage 6 English ESL (Area of study).
- *Brave new world* and *Blade runner*. Stage 6 English Advanced course (Comparative study of texts and context).

It is not too late to take the leap and join the current rap on the picture book, *Mrs Millie's painting* by Matt Ottley. The accompanying online resources and Program and planning components provide support materials, suggested classroom strategies and proformas to use. You can find and join this latest book rap, and check the archived resources of previous raps hosted on our site, by going to the Teaching and learning section of *School libraries: empowering learning* at www.det.nsw.edu.au/schoollibraries

If, during any rap you have a question or concern that cannot be answered through the class rap or teacher rap, please do not hesitate to ring me. You can also plan ahead now for next year and consult with colleagues with whom you may wish to collaborate.

Check the News section of *School libraries: empowering learning* during this term, and at the start of next year, for updates on forthcoming raps and book raps. If you have a suggestion or request for a rap or book rap for 2002, please send a message now. Remember that in order to view the most recent version of a page on the web site, please hold down the Shift key, and click Reload or Refresh on your browser.

OASIS Library updates

The April issue of the SCIS Subject heading authority file was received very positively. The October OASIS update is on schedule. Introductory information about this is included in this *Scan*. Remember that the most accurate and up to date source of help for OASIS Library is School Technology Support (phone 13 23 48). Articles in *Scan*, and information in the FAQs section of *School libraries: empowering learning*, provide additional information on these issues. The FAQs on our web site have just been updated, in the light of OASIS Library enhancements, and there is a range of new questions recently posed by teacher-librarians.

I would like to take this opportunity to congratulate Michelle Ellis on her successful application for the position of CEO, Learning Technologies Unit, here at Professional Support and Curriculum Directorate. I am sure I am not alone in appreciating Michelle's visionary, inspiring leadership. While we will miss her, we can also look forward to future exciting collaborations.

Finally, I wish you all the very best over the coming Christmas and New Year period. ■

Using authentic texts:

reflections and implications from the virtual conference

This article is a follow up paper for Term Two's **Virtual conference about Using authentic texts**, which was conducted on the New South Wales Department of Education and Training's **School libraries: empowering learning** web site. **Penny Hutton** is Senior Assessment Officer, Literacy, with School Assessment and Reporting Directorate.

During the conference, teacher-librarians and other educators engaged in online discussions about the ways in which curriculum resources and ICT (information and communication technologies) are used in explicit and systematic teaching to support the development of student literacy. The full version of Penny's stimulus paper, plus the archived discussions from participating teachers, teacher-librarians and literacy specialists, can be viewed online at www.det.nsw.edu.au/schoollibraries (Click on **Teaching and learning**, then **Virtual conferences**, then **Using authentic texts**).

The recent report, *Young Australians reading: from keen to reluctant readers* (2001), is a timely contribution to the virtual conference discussion which followed the paper *Using authentic texts* (Hutton, 2001) on *School libraries: empowering learning*.

The report sought the opinions of young Australians between the ages of ten and eighteen, and their attitudes to reading. Most importantly, it dispelled the myth that our current students do not perceive reading as a positive and valuable experience. Quite significantly, it was reported that most ten to eighteen year olds are positive about reading, and that they read for pleasure no less often than they play computer games or use the Internet. These two pastimes are often presented as "the reasons" for a supposed decline in reading among school students.

However, there are a number of other factors which should be taken into consideration. The report stated that while 79% of students expressed a positive attitude towards reading, 21% considered reading not to be relevant to their lives. This group also tended to be the less successful readers. Quite clearly more attention needs to be given, ensuring that students see the relevance of reading in their school and social lives, and that they do not become "turned off" by reading.

Apprenticing students to texts

This further highlights the need to apprentice students into the types of texts which they need to read in order to be successful within schooling and beyond.

It is not sufficient to tell students that reading is important and "good for them". They need to see

its relevance to their future career and leisure aspirations. For example, links could also be made between Internet use and the reading of more traditional print media.

When we set out to plan the ways in which we can teach students to use texts effectively for a range of academic and social purposes, we need only look to our own lives to make the connections. Active participation in a virtual conference is one powerful example of the ways in which traditional print media and digital technologies work together.

The work done by the teacher-librarian and science teachers at Cherrybrook High School (Maxwell & Thackeray, 2001) demonstrates how materials which have been published for a wide variety of audiences, in a variety of formats, can be used in the classrooms. In this work, the teachers supported the students in reading a number of authentic scientific texts. The students not only learned how "to read and write" in science while "learning science", they also learned that there is a close link between classroom learning and beyond school experiences. The testing of water quality in a local creek, and the writing of letters to the local council about the condition of a creek, are very real tasks.

Using authentic texts also provides educators with an opportunity to develop critical literacy skills. In a society where we are constantly bombarded by competing and conflicting messages, it is imperative that we teach students the skills of critical analysis. Asking questions such as: *Who is the audience for this text? What position is being taken by the author? How are particular language choices selected to support this position? Whose interests are served or*

negated by the author? What position does the author want the reader to take? will help students to critically analyse texts. These skills have relevance in all key learning areas (KLAs) and, as many current events have demonstrated, are essential life skills. It is important that students explore the links between the author and the message. Book raps (2001), such as the recent ones conducted with Brian Caswell (*Only the heart* book rap), Meme McDonald & Boori Pryor (*The Binna Binna man* book rap), and Margaret Wild (*Book Week - picture books* rap), help students to

make these connections. Being able to interact with both the author and the published text helps students to understand that all texts are constructed for particular purposes and audiences. It also assists students to recognise that language choices are not random, but that deliberate choices are made to enhance the selected meaning.

Positive attitudes to reading

Amongst those students surveyed who expressed positive attitudes to reading, there are two groups who have very important things to say about the ways in which reading is presented in secondary schools. One group of students (24%) stated that they preferred to make their own text selections and did not always like the texts that were selected by schools for compulsory study. English teachers and teacher-librarians would do well to take notice of this group. They talked about a preference for action and adventure stories involving real people, science fiction and fantasy, mysteries and thrillers, and

non fiction books. What they do not necessarily like are books about "issues", which might be chosen by teachers because they are deemed to be "morally improving". Many boys, in particular, say that they are turned off by the types of books that are provided for study. It is important that we consider the interests of students when resources are selected, in addition to syllabus requirements.

A further 21% of students stated that they preferred to read magazines. This raises another important point. When young people read magazines, they often do so in

small peer groups. These magazines often cater for particular interests, eg. computer games, fashion or sports, and reading and discussing the magazines forms part of the social interaction between peer groups. Since boys are, in general, less frequent readers, and see reading as being less approved of by their peers, special interest magazines may help fill this niche. As adult readers, we can certainly relate to the social importance of reading. While we may read a novel in isolation, we often follow up the reading by discussing it with a friend or family member. Organised reading groups for adults, and Internet bulletin boards about books, are other avenues for such discussions. Schools could do well to encourage more talking about what has been read.

In English classrooms, students might read a variety of novels, stories or articles, and then form small discussion groups to talk about what they have read. To ensure that the discussion is worthwhile and productive,

Discussion

Virtual Conference 2

Using Authentic texts

- Welcome by Colleen Foley on 28/5/2001
 - Re: Welcome by Penny Hutton on 28/5/2001
 - Re: Welcome by Irene Lategan on 28/5/2001
 - Discussion update by Colleen Foley on 8/6/2001
 - Concluding the Virtual Conference by Penny Hutton on 6/7/2001
 - Re: Concluding the Virtual Conference by Colleen Foley on 6/7/2001
- Teaching process and teaching product by Discussion point on 28/5/2001
 - Re: Teaching process and teaching product by Richard L. Opie on 8/6/2001
- Apprenticing students to texts by Discussion point on 28/5/2001
 - Re: Apprenticing students to texts by Wendy Chapman on 29/5/2001
 - Re: Apprenticing students to texts by Penny Hutton on 31/5/2001
 - Re: Apprenticing students to texts by Lynda Rendall & Jenny Carroll on 15/6/2001
 - Re: Apprenticing students to texts by Penny Hutton on 18/6/2001
 - Re: Apprenticing students to texts by Deborah Robins on 1/6/2001
 - Re: Apprenticing students to texts by Richard L. Opie on 1/6/2001

students should be explicitly taught group discussion techniques, and perhaps provided with a set of focus questions.

In other KLAs, groups might be reading, analysing, discussing and reporting on a range of source materials. The information skills process (*Information skills in the school*, 1989) provides the most appropriate way of scaffolding students in their selection of, and interaction with, a variety of authentic texts.

Time for reading

A disturbing finding from the survey was that students reported declines in the amount of reading done, and their preference for reading as a leisure activity, as they moved from primary to secondary school. While 45% of primary students reported that they often read for pleasure, this dropped to 24% in high school. The secondary students cited the competing demands of homework, sport, part time jobs and social life for this decline.

However, there might be more complex reasons. In primary schools, teachers often read books to students simply for enjoyment. Students are also encouraged to spend time reading for pleasure.

In secondary settings, the books are more likely to be prescribed and so reading becomes associated with homework and completing assignments.

Teachers and teacher-librarians have a crucial role to play in promoting reading for pleasure, and in providing time for students to immerse themselves in a book or magazine they enjoy. Allocating time within busy school days for reading is important. Many schools do have programs, such as *Drop everything and read* (DEAR), but many also report that these programs are not effective. Students who are committed readers will come to school with a book they want to read, but those less committed may find themselves scrummaging through a book box which contains some old relics from the book room and a few tatty magazines. These less committed students are the ones we most need to 'hook'. Ensuring that all classrooms have a supply of materials that students want to read is important. It is also important that teachers act as mediators between the student and the material. Talk to students to determine their interests and what they want to read, then lobby to have appropriate resources purchased.

Judging a book by its cover?

According to *Young Australians reading*, the different presentations of school libraries also play a critical role in students' attitudes to reading. In primary schools, school libraries were viewed by students as colourful, friendly places where they could easily find books that were appealing and appropriate for them. In secondary schools, they were mostly associated with study and were found to be less accessible. Both primary and secondary students found their local council libraries to be somewhat intimidating. Resource collections need to be bright, attractive and marketed to students. The importance of a book cover in attracting readers cannot be overlooked. I am sure you have noticed the plain cover versions of the popular *Harry Potter* books. These were produced so that adults would not feel embarrassed reading them on public transport! The old adage "you cannot judge a book by its cover" does not have much credibility, it seems. Making libraries comfortable and inviting places where students know they will find things to interest them is a challenge that we must all meet in times of diminishing resources.

Amongst adult readers, there has been a further innovation which could well be adopted for students. Many newspapers, magazines and web sites are providing reviews that are written by "ordinary" people rather than professional reviewers. This could be done in school settings, with reviews: being provided orally; displayed attractively alongside new books and other resources; or included in the Notes section of *OASIS Library* catalogue records (see also French, 2001). These reviews might be written by other students or local personalities who

are respected by the students. Such a strategy takes books and reading out of an elite category and places them more firmly within popular culture.

Community involvement in literacy programs

As many participants in the *Using authentic texts* Virtual conference mentioned, there is real power in sharing good books with students, in demonstrating

a love of reading and an enthusiasm for conversations about books and reading.

One primary school in Queensland sought to address the reluctance of its boys to read, by inviting students' fathers to share a book they had enjoyed reading with the class. The fathers read a section of the book and talked about it with the students. Simple innovations such as this can make real differences.

National Literacy and Numeracy Week has given many schools a focus for implementing such strategies over recent years. (*Editor's note*: For another example, see the article by Sue Knight & Meg Davis, about community involvement in a NSW school's literacy program, in this issue of *Scan*, pp 14-17.)

The students in *Young Australians reading* said that they chose books based on the recommendation of their friends first, then of teachers and teacher-librarians. Therefore, it is important that teachers and teacher-librarians know what is on the market. Reading short extracts of novels as "teasers" is a simple strategy which could be employed. These readings might be done by other students. Talk about the books you are reading. Most secondary students will be reading adult books and will

respond well to the opportunity to discuss them with others.

A reason for optimism

The book raps and support materials on *School libraries: empowering learning* are providing teachers and teacher-librarians with important models of how to mediate texts with students, especially in exploring the links between the author and the message. At the same time, technology and the information skills process are being used meaningfully for explicit teaching and learning.

From the "Wrap rap up" responses of book rap participants, the lively discussions generated by the Virtual conference, and the findings revealed by the survey, it is apparent that we should be feeling optimistic about the reading habits of Australia's young people: optimistic, but not complacent. There is a significant number of students who do not see reading as a relevant pastime. We must continue to find ways of helping them to become efficient and engaged readers. ■

teaching and learning

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Book Raps

Othello - Preliminary English (Advanced) course
A book rap on *Othello*, for Stage 6 students, will be available in Term 3, 2001. Academic and syllabus experts will be online during the rap to answer questions from students and teachers. Support materials including the program and planning outline and archives of the email discussion are available.

Book Week - Picture Books
A book rap on the 2001 *Book Week - Picture books* is available for Stage 3 (adaptable for Stage 4) students in Term 3, 2001. Some of the shortlisted authors and illustrators will be online during the book rap. Support materials include the program and planning outline and archives of the email discussion.

The Binna Binna Man - Meme McDonald and Boori Monty Pryor
A book rap on *The Binna Binna Man* was available for Stage 5 students in Term 2, 2001. Meme McDonald joined the rap to respond to questions in collaboration with Boori Pryor.

References and further reading

Book raps at: *School libraries: empowering learning* [website]: <http://www.det.nsw.edu.au/schoollibraries> (Click on **Teaching and learning**, then **Book raps**, then: **Only the heart - new HSC English (ESL)** [Term One, 2001]; **The Binna Binna man** [Term Two, 2001]; or **Book Week - picture books** [Term Three, 2001].)

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Marsh, L. 'Author studies at Chester Hill High School: technology and the school library', *Scan* 20(1), 2001, pp 20-23.

Maxwell, E. & Thackeray, S. 'Re: Apprenticing students to texts', 7th June, 2001, *Virtual conference: Using authentic texts* [website] at: http://www.schools.nsw.edu.au/staff/F1.0/F1.8/discussion/forum01/forum_message.cgi?message_id=312

Morrow, R. 'Patterns of reading', *Australian Bookseller & Publisher*, May 2001, p 14.

Virtual conference: Using authentic texts at: *School libraries: empowering learning* [website]: <http://www.det.nsw.edu.au/schoollibraries> (Click on **Teaching and learning**, then **Virtual conferences**, then **Using authentic texts**.)

Young Australians reading: from keen to reluctant readers. Prepared for the Australian Centre for Youth Literature and the Audience and Market Development Division of the Australia Council by Woolcott Research Pty Ltd, 2001. Available at *Australia Council: publications: Young Australians reading* [website]: <http://www.ozco.gov.au/resources/publications/research/year>

Supporting senior assessment for the Higher School Certificate



Individual research projects are important assessment components of many

Preliminary and HSC courses. They place challenging research skill demands on students. **Jackie C. Hawkes** is teacher-librarian at St Clair High School. Jackie recently led a School Development Day session about assessment, collaborative teaching, and raising awareness of higher level research skills.

One of St Clair High School's priorities for this year was to further improve student academic performance.

As planning commenced for the Term Three School Development Day, the senior executive team agreed that it was relevant for staff to spend part of that day identifying strategies for integrating core research hints for students and teachers, and making skills development more formalised within the school. In depth, individual research projects are central to many current senior courses, such as the Personal Interest Project, or PIP, in the *Society and Culture: Stage 6 syllabus*.

Other syllabuses with similar projects include:

- *Aboriginal Studies Stage 6* Major Project
- *Community & Family Studies Stage 6* Independent Research Project (IRP)
- *Design & Technology Stage 6* Major Design Project
- *History Extension Stage 6* History Project
- *Industrial Technology Stage 6* Major Project Management Folio
- *Visual Arts Stage 6* Visual Arts Process Diary

Term Three was an appropriate time to target this as an area to be developed because many Preliminary courses include a practice project that lays the groundwork for the detailed research work they will carry out for their HSC year. Several HSC courses were also finalising this type of work at that stage. Identifying some common ground on which to build a more effective, collaboratively taught approach to research seemed timely.

This article summarises the skills and considerations shared with staff to concentrate and coordinate thinking of how to help our senior students become more effective learners. It suggests basic strategies that help to keep this type of learning relevant to a course, and to individual students. It describes some of the processes undertaken in our school to support students to develop the skills they need to carry out this type of research project. The ideas build upon earlier articles documented in

Scan (see Hawkes & Dunk, 2001a, 2001b) that describe achievements and perceptions of our Stage 6 students in *Society and Culture*, and on observations of the research demands of other senior syllabuses.

Requirements of assessment tasks

Assessment requirements in senior courses clearly identify and support course outcomes. While the formats do vary from subject to subject, individual research plays a large part. Most require students to:

- negotiate individual research on a topic of their choice that fits into the major concepts of the course
- devise a research proposal
- explore the background of the topic

- use a range of resources, including print, electronic and people
- employ various research methodologies which personalise the topic to their own situation
- draw conclusions based on this whole process.

Successfully carrying out such demanding tasks means taking into account not only the requirements of the course, but also the learning needs of the individual. The key components and related concepts of each course must be clearly understood by students and applied to their own topics. Students need to understand and maintain the focus of the course in order to complete their project work and meet the outcomes. Most of these projects involve long

term commitment, so topics need to also meet the interests, abilities, experiences and concerns of the individual student.

Information skills process

The information skills process (*Information skills in the school*, 1989) provides an invaluable framework for the explicit teaching and learning that needs to take

The information skills process provides an invaluable framework for the explicit teaching and learning that needs to take place in senior studies in order to meet specific syllabus outcomes.

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place in senior studies in order to meet specific syllabus outcomes. Each step is essential, and needs to be reviewed frequently.

At the School Development Day, we briefly revisited the six steps in light of our expectations for HSC students undertaking their independent research projects:

- **Defining** includes identifying a topic, and beginning the process of moving from the *general* to the more *specific* possibilities, and involves exploration of the initial ideas and continual refinement.
- **Locating** the range of relevant resources in varying formats, both inside and outside the school, leading to increasing awareness and confidence needed to shape the focus of the topic.
- **Selecting** resources involves sifting through potential information, and choosing ideas that can help shape the focus of the research while applying *critical understandings* (such as format, currency, scope, bias and source).
- **Organising** is a complex and essential step, in which students need to be taught explicitly to recognise how different resources organise information. The students themselves need to know how to collect information, and how to keep it in order to find and use again (whether the method involves filing coded plastic sleeves or rechecking an ongoing bibliography).
- **Presenting** elements of their work to an audience, at various stages in the research continuum, can provide

students with lights at the end of the tunnel of their research journey. In our previous article (*Scan* vol 20 no 2, p 9), Helen Dunk and I described a Term One in-school assessment for the Stage 6 Society and Culture students, which took the form of short speeches presented to the class. These presentations served "as a progress check for everyone",

and "the marking criteria for the speech paralleled much of that used for the final PIP" (Hawkes & Dunk, 2001b). As students work towards their end result, they must know and meet all the requirements of the task, including: the length; timeframe; and specific inclusions and formats.

Breaking the task into discreet sections, each of which can be presented to an audience in some form, certainly reduces the panic of having to produce a totally finished work for a single due date, and provides more frequent avenues for valuable feedback.

- **Assessing** includes both formal and informal feedback. This can be provided by the teacher, other staff, groups of peers, and individuals. Ongoing assessment that refers back to the stated outcomes of the research can assist students to keep themselves on track.

Students can and will be expected to move back and forth through the six steps during the research of a particular topic. Recognising their ability to utilise each step of the information skills process will certainly assist students to meet the high levels of thinking and learning expected of them in senior projects.

Use of ICT (information and communication technologies) is integral to senior studies. "For senior students, the Internet has become a regular

research tool for information" (Smith, 1998). A substantial amount of the detail needed for many research topics will come via email and the World Wide Web.

Effective use of ICT, especially to locate, organise and present information, requires students to develop and share computer skills. (via the reviews

in *Scan* or *HSC online*) can be extremely useful.

Specific research strategies for students

Hearing and reading about the recent experiences and practical examples, as related in the earlier *Scan* articles about our senior Society and Culture students, was highly relevant to our staff. That situation provided opportunities for the teacher-librarian to be very involved, over a long period of time, in the teaching and learning

A substantial amount of the detail needed for many research topics will come via email and the World Wide Web.

Effective use of ICT, especially to locate, organise and present information, requires students to develop and share computer skills.

of a specific course with a definite group of students. I developed closer rapport with them as a

group, and as individuals, and they gained broader understandings of the teaching role of a teacher-librarian.

The collaborative relationship built up between teacher and teacher-librarian provided an excellent model for other staff.

The articles had included specific reference to: range of resources; critical understandings; and course and student requirements. Next, I explored with the staff other strategies for explicitly teaching information skills to students undertaking research, in which they could plan and teach in collaboration with the teacher-librarian and other teachers:

- **Brainstorming** a new topic is an encouraging start that allows individual experiences, prior learning, possible questions and simple concepts, to be identified, without concern over the initial value of items written down.

Brainstorming is a way of "messaging about" with ideas, and starting to tune into the

Brainstorming is a way of "messaging about" with ideas, and starting to tune into the issue being explored.

issue being explored. Knowing how to commence a new topic can be very daunting. Group brainstorming sessions can

model a painless and spontaneous base upon which to build.

- Determine categories from the brainstorm, by **identifying similarities and differences**. Starting to look for **relationships** between ideas is often the first step towards clarifying a possible approach to a topic.
- Developing a **mind map**, or using other graphic organisers, provides a means of focussing a topic. Using the categories identified, the structure of related concepts can be developed and explored. A mind map allows key ideas and details to grow. It also provides the chance to see how the topic may be able to be broken down into manageable parts.

- **Current awareness** of the topic should be encouraged. Using headlines and extracts from newspaper articles (local, state and national) and other media, and video segments from television news reports can serve as a stimulus to keep a topic interesting. Aspects of most topics are eventually covered by these media. Students' critical understandings, such as awareness of the authenticity of information, are important here.
- **Regular progress checks** and **individual conferencing** keep the students on task. Such strategies also maintain motivation, provide regular advice on content and process, and guide efficiency in research.
- Identifying a **timeline** of what and when to do specific parts of the project is obviously useful and gives clear focus to any conferencing.
- **Scheduling an active, regular research period** provides a routine for access to guidance about resource use, and ensures that there will be opportunities for feedback from peers and teachers.

bilingual?

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- Peer mentoring can encourage students to know about each others' topics. Verbalising information to classmates can assist a student to clarify ideas. This type of mentoring is also an invaluable source of informal encouragement, useful process hints, and yet another set of eyes looking out for information and different approaches.
- Maintaining a process diary is expected by many School Certificate and HSC courses. Students need to be clear about what should be entered and what information should be organised in other ways. The learning journal or logbook should be an encouraging record of progress made, and of how the work has been refined.
- Contacting and using outside sources, such as people and organisations, for information requires the student being able to explain briefly what the project is about, and what specific type of information is needed. Local councils' Internet sites (eg. *Penrith City home page* at www.penrithcity.nsw.gov.au) are excellent sources for help in identifying who to contact. Such opportunities for practising communication skills will develop students' confidence, and may require additional explicit teaching of successful strategies in this area.
- Guest speakers can make a topic come alive. An authoritative external speaker can demonstrate the relevance of a topic in the real world, and give access to different points of view about a topic.

Verbalising information to classmates can assist a student to clarify ideas.

Identifying subject specific skills and research approaches

The research strategies mentioned above provided a basic listing of ideas that could be adapted for various subjects. It was also noted that it is important for approaches,

process and skills specific to each course be clearly identified and communicated to students.

Collaboration between the teacher of the subject and the teacher-librarian becomes essential to maximise effective learning.

Depending on the type of project being undertaken by a student, it may also be important to clarify the significant differences between types of research. Most courses will specify what is appropriate. Students need to know the characteristics of the approach to research they are expected to carry out:

- Analytical research includes reading widely in a particular field, measuring strengths and weaknesses of the accounts, and drawing a conclusion based on the analysis of the information presented in the core readings.
- Quantitative research involves using methods in which the often numerical results can be documented, and measured in gradations of response or clearly observable outcomes.
- Qualitative research depends upon quality and depth of information. It results in gathering information, from surveys and interviews, for example, and being able to analyse the personal opinions, stories and anecdotes. It helps to have specific questions to

which people can respond. Member checks are also conducted with those interviewed to make sure what is summarised is, in fact, the message they meant to convey.

Regular monitoring and guiding of the students' research can enable teachers to provide frameworks and suggestions to help students move more confidently and swiftly through a research spectrum where they:

- may not know what they are doing because they do not care
- cannot be bothered because they are overwhelmed
- may not know what they are doing but they do care
- don't quite know what they are doing but they care, *through to*
- know what they are doing and know how to do it (and so they do).

Positive outcomes

With our school focus being to improve academic results, this School Development Day has been a successful and practical means of making a good start. As a result of having the two articles published in *Scan*, discussing the above material at the School Development Day, and other related priorities within the school, there has been a marked increase in support of collaborative teaching across the key learning areas. In particular, there have been some positive outcomes for the Preliminary and HSC students at St Clair High. These have included:

- ongoing refinements and consolidation of information for the HSC students about researching their PIPs for Society and Culture Stage 6, and collaborative planning for repeating this process (as of Term Four 2001) with next year's HSC class



Figure 1. Local councils' Internet sites are excellent sources for help in identifying who to contact. Web site © 2001 Penrith City Council. Reprinted with kind permission.

- using *Scan* and *HSC online* Internet site reviews to focus upon specific web sites useful for students' group presentations in Legal Studies Stage 6
- a technology afternoon for staff which focussed on many of the computer skills required by senior students in research projects
- investigating bibliography formats and the range of resources with students for their research projects in Physics Stage 6
- exploring the current research activities done with gifted and talented (GAT) students in the

- junior school to determine means of more effective transition to the research options available when they progress to the senior school
 - increased support from the school's senior executive team (SET) for the role of the teacher-librarian and increased recognition of the school library.
- Using explicit teaching of the basic and subject specific skills needed for long term research projects can have positive effects on such types of assessment. At the same time, revision of the information skills process can be used as a structure

for keeping students focussed. Identifying the requirements of the task, plus the skills, resources and support to complete it, provides a means for assisting student progress. Teachers, teacher-librarians and students all have roles to perform in such assessment tasks, and this collaboration can result in real learning that is worthwhile for all. ■

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Celebrating literacy:

community readers at Moruya Public School



Sue Knight is teacher-librarian at Moruya Public School. In this article, Sue shares

a unique and exciting community program, in which her whole school participated in "something special" to celebrate their literacy learning.

The accompanying sidebar is from **Meg Davis**, Literacy Consultant, Batemans Bay District.

Teacher-librarians do seem to enjoy a reputation for coming up with innovative and successful new ideas, so I put my mind to coordinating a whole school, collaborative activity that would enhance the literacy program of the school.

The *Values and attitudes* outcomes statements in the *English K-6 syllabus* provided the essential K-6 breadth of focus:

V2 A student enjoys experiencing and responding to a range of spoken and written texts

V6 A student chooses to reflect on and share experiences of texts.

As a day of celebration, the emphasis would be on "enjoys" and "shares". In retrospect, the concluding statement on that same page summarises exactly what I hoped the school would achieve as a result of the event: "Positive attitudes

towards using and learning about language ensure that students are more likely to experience success in school and community settings." (*English K-6 syllabus*, p 16).

Community involvement

The idea: invite members of our local community, ie. those involved in occupations that could be recognised by our students, to read aloud to a class from a book they loved. This seemed to me to be an appropriate basis for a K-6 Literacy Week activity. If the visitor could also speak briefly about the role and value of reading in their lives, both professionally and for recreation, this would show students that reading was an activity highly valued outside our school environment. Positive attitudes beget positive attitudes!

To bring about such an event, I simply made a list of people in our community whom I felt were in occupations that our students would respect and would find interesting. To make the visits meaningful and relevant, I also tried to match the community readers' occupations to curriculum units currently underway, or shortly to be undertaken. This proved to be quite simple: knowledge of collaboratively taught units; a glance at my daybook; pressing a few computer keys to check out recent teacher bulk borrowings of resources; and consultations with colleagues. Soon it all fell into place.

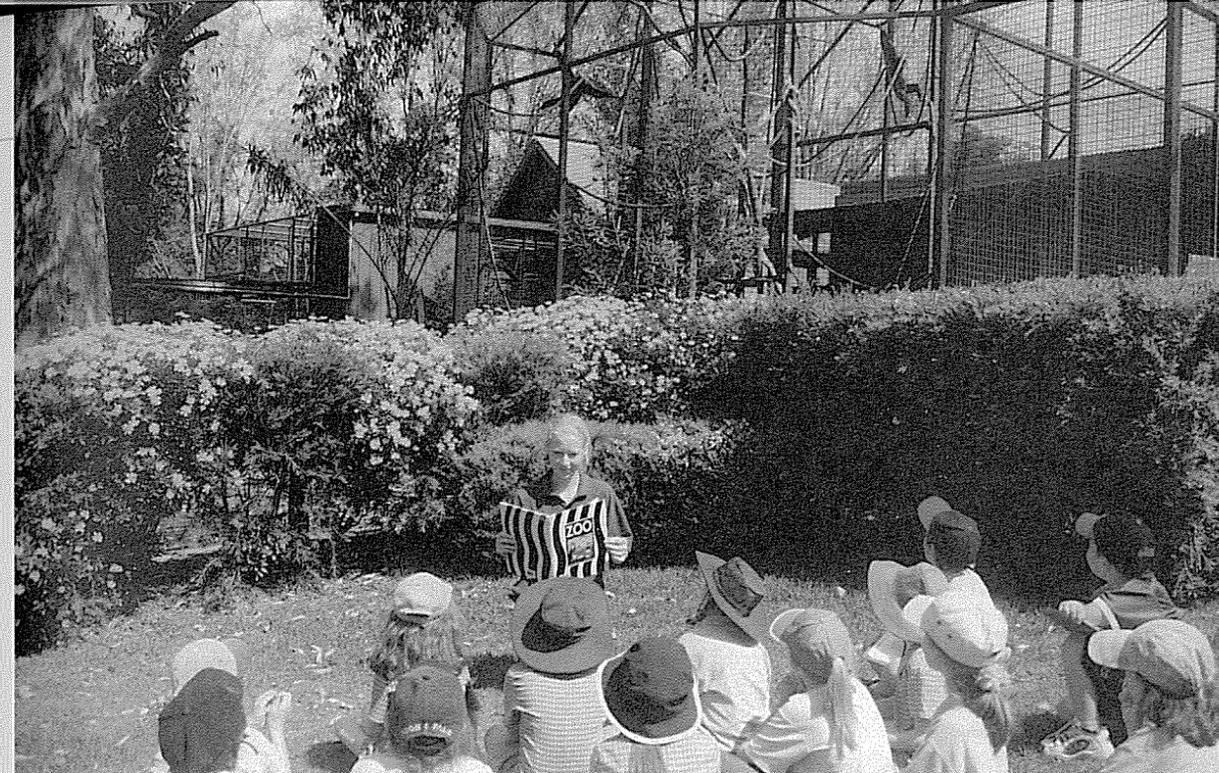
With secondary education fast approaching for Year 6 students,

three former high school teachers were identified as potential community readers. All were retired, although two were still working casually. I then identified a list of other prospective guests, plus local workplaces which might lead me to other suggestions.

First, I telephoned those whom I knew personally. This helped me to gauge interest (there were no 'knockbacks' at all!), and to discuss with them the aims and anticipated outcomes of our community book reading event. As expected, the workplaces I contacted were able to suggest appropriate employees. A quick chat with each reader affirmed with which age group they were most comfortable speaking. Where there was no definite preference stated, I was able to suggest one for them, based upon knowledge of upcoming units being taught in the school.

I wanted the readers to have a sense of ownership over what book they read. During discussions with them, I did offer to provide a book for them if they felt they had nothing suitable, but each reader was more than happy to provide his or her own material. Though the initial idea was for the guests to share a book they had enjoyed as children, several readers tweaked their selection based on advice they had received from their friends' children.

An unexpected bonus of these initial calls was that some readers recommended people in other



Year 2 students at Mogo Zoo, being read to by a "lion tamer".

occupations who, they believed, could also show their love of language and the important place literature held in their lives. The list of prospective readers kept growing.

Preparations were accomplished very easily and enjoyably, using a minimum of time. The notice given to the readers was not long: less than two weeks. This proved ideal as it gave them enough time to prepare for a 30 minute session, and to reorganise work commitments for the big event, but not long enough to get 'cold feet'. Two days before the community members were due to come into our school, I rang them again to ensure that there were no last minute glitches. Although the intent was to have the whole school involved in our community book readings at the same time, obligations of some of the readers (eg. the doctor was suddenly scheduled to work in surgery) meant that the event spread across two afternoons.

During this same week, our school's AEO (Aboriginal Education Officer) had organised Aboriginal storytelling sessions for most classes, with local Aboriginal Elders participating. The

Aboriginal storytellers recounted momentous events in the lives of the Elders and their contemporaries. This was an excellent, complementary part of the Literacy Week celebrations. It highlighted oral traditions, and demonstrated that there were many different ways for the world's peoples to record their

cultures and significant events, and to share stories from their daily lives.

The need for shelter

As I was involved closely in the planning and teaching of a Stage 1 HSIE unit, *The need for shelter*, this class was linked up with the visiting zookeepers, giving students the

For National Literacy Week 2000, our community book readers were:

Kindergarten: children's author

Kindergarten: our school's head clerical assistant

Year K/1: nurse

Year 1: ambulance officer

Year 1: rural volunteer fire fighter

Year 2: two keepers ("lion tamers!") from Mogo Zoo

Year 2: shire librarian

Year 2/3: our school's canteen manager ("tummy filler")

Year 3: our school assistant ("Mr Fixit", the students' hero)

Year 3: Olympic torch bearer (local high school student)

Year 4: doctor

Year 4: our school first aider and clerical assistant

Year 4: Moruya High School captains

Year 5: poet (senior citizen)

Year 5: shire councillor

Year 5/6: amateur actor (retired high school principal)

Year 6: retired high school science head teacher

Year 6: author (retired high school teacher).

Connecting school and the real world through community readers

Meg Davis is Literacy Consultant, Batemans Bay District.

The ideas in Sue Knight's article provide a great jumping off point for the imaginative use of community readers in achieving the reading outcomes of the *English K-6 syllabus*, not only in special weeks, but also as part of ongoing programming in all classrooms, with the judicious choice of community readers to suit key learning area content and literacy demands.

Learning to read: Reading and viewing texts (RS .5 outcomes)

These outcomes require shared reading. Using community readers extends the idea of what shared reading is, and moves reading out of the classroom into the wider world. The way the Mogo Zoo's keepers gave Moruya students an insight into the role of information reports is a model for this kind of approach. The students were acting as text users, text participants and text analysts in a particular situation, and provided their teacher with many gifts for the writing program as well.

Learning about reading: Context and text (RS .7 outcomes)

These outcomes require students to consider purpose for reading, and to discover that different purposes require different kinds of reading. The zookeepers and the nurse both contributed to this understanding.

Learning about writing: Context and text (WS .13 outcomes)

As an alternative activity, or as a follow up, community members could be chosen to suit the content focus and the particular purpose for writing under scrutiny. If the focus purpose is persuasion, who better than the Shire Councillor? If the focus purpose is a set of instructions, who better than the ambulance officer?

The outcomes also require students to look at the relationship between writer and audience. The poet and the children's author would be good resources here, as they talked about decisions made as they wrote for their particular audience.

Writing, talking and listening

Moruya Public School's idea can be expanded to community writers, community talkers and community listeners. The *Learning about...* outcomes could be particularly well served, by drawing upon people from the local community who write and talk and listen as part of their everyday life, at work and at home. ■

opportunity to investigate the ways in which humans and animals depend on the natural environment. Our wonderful Mogo Zoo keepers, Carrie and Lynne, arrived in the "zoo ute", laden with literature in all shapes and forms, including

journals, reference books, and pamphlets. They showed the students how they, too, investigated the environments required by each of the zoo's animals, and explained how they used this knowledge to build an enclosure

that was a shelter in which a particular animal could survive. Even without their lion taming equipment, the zookeepers had their young audience totally in their thrall.

Afterwards, these students researched a selected animal's natural environment, and constructed dioramas to demonstrate the information they had discovered and synthesised. The unit culminated in a visit to Mogo Zoo.

Highlights from the sessions

The author who came to read to Kindergarten was actually a Kindergarten student's mother, with whom most students were familiar. Her picture book had just been published and she read it to the class. This session was very successful, with the message being: authors are people just like us, maybe even someone's Mum.

The Year 1 readers all had occupations with clearly defined and recognisable roles, and their responsibilities had been fully investigated in class through the Stage 1 HSIE unit, *Workers in the community*, and addressed outcome SSS1.8: "identifies roles and responsibilities within families, schools and the local community".

The nurse arrived carrying his medical bag, and proceeded to let students listen to their own heartbeats. After he'd used up forty alcohol wipes cleaning the earpieces of his stethoscope, we realised that the students had enjoyed the experience so much, they were all rejoining the queue for another turn! He also took everyone's temperatures, and talked about how he reads journals at work so that he knows what are the best ways to help patients. The nurse read his old favourite, *Little Red Riding Hood*, but chose what he called "the

pumped version". Future anxieties on the medical front had also been diffused; the annual visit by the community nurse, who comes to assess the Year 1 students, was noticeably less stressful for our students.

Quite a few of our community readers came dressed as for work, and this added to the identification of their occupations, especially for our junior classes. The volunteer fire fighter, unexpectedly, drove up in her fire truck and wearing her fire fighting outfit! Unfortunately, the classroom she had come to visit wasn't near the parking area, so the class didn't witness her spectacular arrival. However, her reading session concluded with a tour of the truck.

The young Olympic torchbearer was a local high school student, reinforcing important linkages between the two schools. Dressed in his Sydney Olympics running gear, he explained how he had had to prepare a written application to gain the honour of being an official torchbearer. He read for the class the information he had received about the Torch Relay. The class was attentive to every detail, as the students, and the rest of Australia, were focussing on the Olympic Games. The torchbearer's selected book was, most appropriately, Diane Blacklock's *Nudes & Nikes: champions and legends of the first Olympics*.

Also from Moruya High School, the two school captains read books they had enjoyed while in primary school, and talked about what types of books and other information sources they were reading now. They also answered many questions about life "over there".

Of the retired school teachers, one was an extroverted member of a local theatre group. He was an inspiration. Single handedly, he

ensured that all places in the Year 7 drama group would be filled at our local high school the next year! The former head teacher of Science demonstrated the use of procedures in an experiment involving electrical circuits, fitting in perfectly with the students' unit in Science and Technology. The other Year 6 met a retired teacher who had just realised his life's dream: writing a book based on his wartime naval experiences.

Achieving values and attitudes outcomes

Everyone involved in this program benefited in some way. All of the community book readers were delighted, and flattered, to be invited into our school. They gained a greater understanding of and respect for the skills of our teachers, and perhaps laid the foundations for positive interactions with our students in the workplaces of the future.

For the readers from within our own school community, such as the school assistants and clerical staff, there were clearly observable differences in the reactions between readers and students, as they met familiar people in new and different circumstances.

The class teachers were impressed by how this activity contributed so much towards the achievement of values and attitudes outcomes and content outcomes. Students had made ready use of prior learning, and increased their field knowledge. Reading, purely for enjoyment, was validated. Our readers provided wonderful models of adults valuing literature, both for work and for recreation.

The activity showed students that reading was valued outside of school, by people they respected, and working in professions they recognised. Some students were surprised by the essential part that

reading played in workplace environments. Others were impressed that these 'grown ups' rated reading as such an enjoyable recreational activity.

And the benefit to the teacher-librarian? Well, I'm very much like Bob Graham's character, *Max*, in that my rewards most often come from small successes, from simple things. This community book reading activity was easy to organise, and was well worthwhile: a "Madame Thunderbolt" result from a "Max" activity!

The best part is that this program laid solid groundwork, generating enthusiasm from the whole school community for our ongoing literacy program, including special events such as National Literacy and Numeracy Week. This particular experience seems to be such an easily adapted idea. It provides learning to build upon as we move forward in literacy learning. Next time, we may investigate community participation for a similar celebration that concentrates on writing in various occupations, or perhaps talking and listening. ■

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Working collaboratively: exploring new approaches



Lynda Mulder is Literacy Consultant for the Clarence/Coffs Harbour district. **Nigel**



Paul is teacher-librarian at South Grafton Public School. In this article, Lynda and

Nigel write about the benefits of teachers and teacher-librarians working collaboratively, and how the impact of a district joint conference on literacy and technology has led to some exemplary teaching and learning and an ongoing catalyst for change.

"Head full of thinking, on fire with the excitement of books."
Mem Fox

The professional partnership that exists between Lynda and Nigel began with a simple request to borrow books from a school library. From this beginning, a productive partnership has evolved into an ongoing dynamic dialogue, enhancing their roles as literacy consultant and teacher-librarian.

Planning a conference

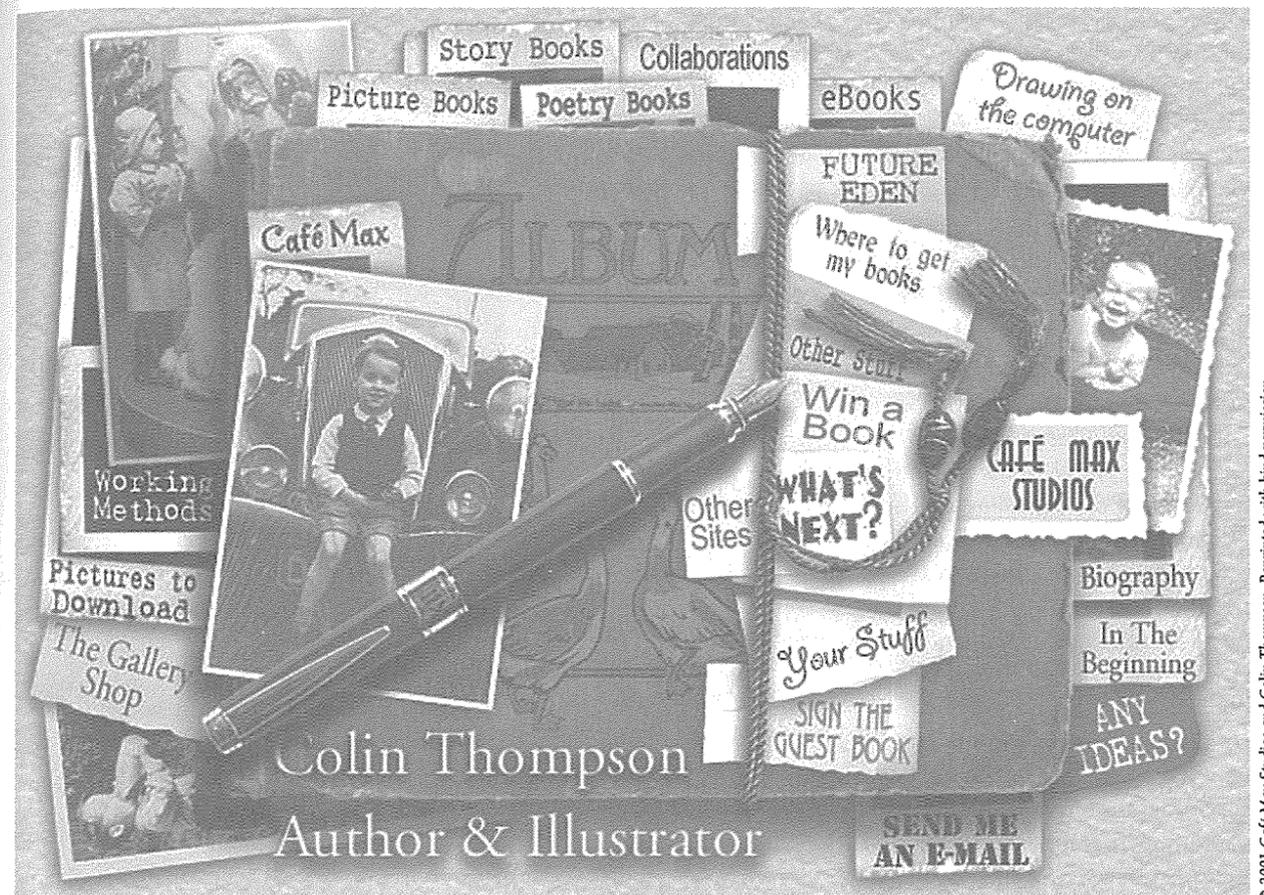
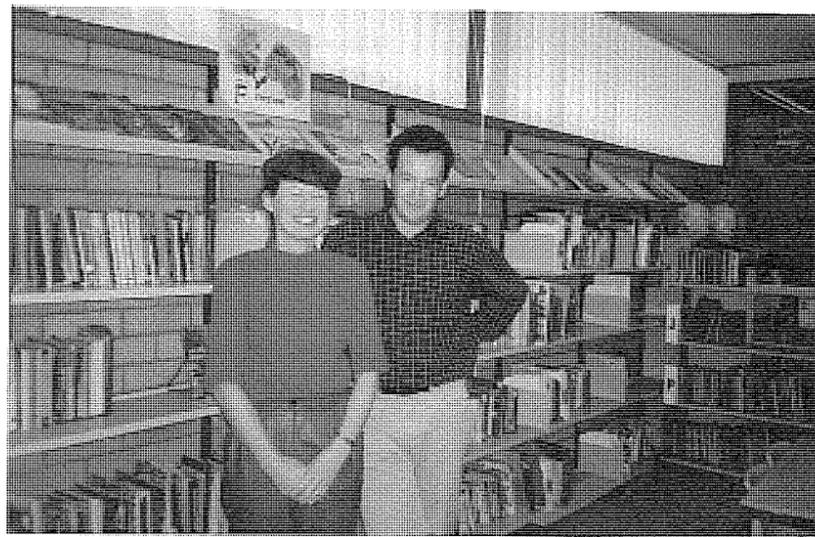
The first major initiative the pair worked on was the *Books and bytes: literacy through literature and technology* conference. The Clarence/Coffs Harbour District Office was planning a K-12 literacy conference for teachers, to be convened by Lynda. In the process of locating a suitable children's author as a guest speaker, Nigel's expertise was called upon. Nigel suggested that, as there had been no major teacher-librarians' conference in the district for several

years, there would be obvious benefits in staging a joint conference for teacher-librarians and K-12 teachers.

As planning developed, the concept of melding the two interest groups of classroom teachers and teacher-librarians began to show that the possibilities were endless. Valuable input and expertise were harnessed locally and from throughout the state. This proved to be a catalyst for change within the district. Expectations were raised and the expertise of teacher-librarians affirmed.

The impact of this conference

The conference amplified the role of the district literacy consultant, and established a partnership between the consultant and teacher-librarians. It also led to a series of collaborative teaching and learning situations for students across the district, with several



conference presenters coopted to run sessions in district schools:

So impressed was the Clarence Valley Teacher Librarians' Collegial Group (CVTLlib) with author/illustrator Colin Thompson's presentation at the conference, that it part funded Colin's visit to several local schools. Grafton, South Grafton and Yamba Public Schools hosted students from surrounding schools for the comprehensive workshops he presented.

Simon French, an experienced classroom teacher and author, ran writing workshops for Stage 3 students at four local public schools.

The focus on writing at the conference instigated a Linkages project between Grafton High, Grafton Public and Westlawn Public.

The conference also provided a common purpose for the District Literacy Team and other district office personnel. TILT, PSFP and HSIE consultants were able to

share expertise, which emphasised the ownership of literacy across the key learning areas. An illustration of this was the showcasing of software already available in schools. The HSIE consultant later provided more detailed training throughout the district for teachers and teacher-librarians.

A workshop designed by a senior curriculum adviser provided further support in catering for the literacy needs of Aboriginal students. While accepting, affirming and appreciating Aboriginal English as a recognised form of English, the role of the teacher in equipping all students with the language choices of standard, contemporary English is often felt to be a demanding one. The workshop offered at the conference has been referred to over the ensuing years. Explicit and systematic teaching has been shown to make a difference in individual classrooms.

The literacy demands of visual text

Following the conference, the Clarence/Coffs District embraced training and development workshops about the literacy demands of visual texts. Visual language and critical understandings are best taught in the context of authentic texts (see also Hutton, 2001), rather than through students reading material with a controlled vocabulary.

Investigating the elements of visual texts can empower students by giving them the language of film texts and picture books. Teacher-librarians are in a prime position to teach critical understandings, and to collaborate with teachers in planning and implementing such programs. All students should be able to articulate the audience and purpose of a text, and how visual language choices might position a reader.

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This emphasis was incorporated into units of work that Stage 2 at South Grafton Primary School undertook before Colin Thompson's visit. The students were thoroughly engaged in activities that addressed the outcomes and content of the *English K-6 syllabus*, particularly those relating to information skills.

During his in-school presentations, Colin read from his picture book, *The paradise garden*, and showed the proofs of his (then) forthcoming book, *Falling angels* (reviewed in this issue of *Scan*, p 60). The students were fascinated with other illustrations that he had created using his computer. He showed alternate covers for books produced in various countries and asked the students which they preferred. This supported the students in demonstrating their abilities to make judgements when comparing visual texts.

Deconstructing a web site

In preparation for Colin Thompson's visit, the students had immersed themselves in his writing, illustrations and jointly produced works. They were also actively encouraged, in pairs and small groups, to delve into his encompassing web site, *Colin Thompson: author & illustrator*, on the Internet computers in the library.

It was through the web site that the students learned much background information about Colin and his works. Colin is a consummate user of technology and this is reflected by the well designed site he has composed. The South Grafton students found the site to be exciting and informative, and very supportive of their efforts to navigate its contents. A highlight of the site is Colin's stunning illustrations. The students were engrossed by the detail, and by Colin's use of vivid colour.

Lynda and Nigel realised that Colin's web site has many attributes which could be exemplified to support students in the process of deconstructing a web site (see Callow, 2000). An important teaching point was that Colin, himself, created the site, and was responsible for all the online information and the regular updates, so students could be sure of the accuracy and authority of the information being presented.

The teacher-librarian collaborated with class teachers to design activities appropriate for students at each stage:

- Stage 1 students were given time to browse the site and articulate what they liked and disliked about the site, and suggest what they would like to change. Their responses were discussed amongst the class, the teacher and the teacher-librarian.
- Stage 2 and Stage 3 students explored the site in more depth. Elements of successful web site design were brainstormed with these students by the teacher-librarian, with the assistance of an invited community guest, a parent who runs a web site design business. Students then explored the site to discover and report upon: its ease of navigation; the relationship between images and text; the logics of the layout; the appropriateness of the web site for its intended audiences; how feedback is gathered; their own perceptions of the site; and how they could improve or change the site. Most of this work was based around class discussion with the teacher-



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librarian facilitating, and acting as scribe, jotting points down on a whiteboard to model note taking and critical analysis.

- Two Stage 3 classes later used the above points to compare and contrast Colin's site with other web sites about Australian children's authors. We were careful to select a range of sites, ie. not all of them were sites created by the author featured in the site.

In the future, it is hoped that Nigel and the teachers can build upon these activities, eg. to enable students to use the key successful elements of web design when creating their own web pages, or parts of a class or school web site. Colin recently refined his web site considerably, so there are opportunities to further develop the students' deconstruction strategies using his web site.

Collegial networks

Teacher-librarian collegial networks are an effective vehicle for district consultants to keep teacher-librarians informed in

relation to current educational dialogue and initiatives. This is a two way process. A district office has limited resources, so collaborative relationships with professional networks can bring consultants up to date with: new releases of print and media resources; useful and interesting Internet sites; student feedback; and trends in implementing information and technology skills.

Lynda and Nigel feel that teacher-librarians are in a prime position to assist teachers when planning and teaching primary students to achieve the *Learning to and Learning about* outcomes in English, and when using authentic texts. As Mem Fox has written in *Reading magic*:

"Words are essential in building the thought connections in the brain, the more language a child experiences – through books and conversation with others, not passively from television – the more advantaged socially and educationally that child will be for the rest of his or her life."

(Fox, 2001, p 15.)

Access to literacy learning

It is the teacher's role to ensure that students are not limited to reading levelled, controlled vocabulary texts. Instead, students should be supported to access texts that increase in sophistication and complexity. All syllabuses take a social view of language:

"A social view of language recognises that all exchanges of meaning are socially constructed and take the form of texts... different situations require different ways of communicating successfully." (*English K-6 syllabus*, 1998, p 4.)

Equipping the students to meet these different language demands is the role of the teacher and teacher-librarian. The teacher-librarian can be at the forefront of innovation in schools, and a valued member of the literacy team. A student who needs assistance with reading should not be denied the world of literature. Teacher-librarians have always modelled reading aloud, and provided scaffolding for students who require additional support.

"It's beneficial to continue reading aloud to children for as long as they let us, even after they can read for themselves... books and poems they might never have been drawn to on their own." (*English K-6 syllabus*, 1998, p 33.)

Appropriate resource selection, 'buddying up', skimming and scanning, and locating information using ICT (information and communication technologies) are all examples of strategies which have been employed by teacher-librarians to provide additional support and give students access to syllabus content appropriate to the stage they are in. Engagement by all students is the core business of all teachers.

Productive partnerships

The original conference has proven to be a catalyst for ongoing sharing of current educational ideas, and the clarification of roles for teachers and teacher-librarians

when working collaboratively, leading to benefits for students. The need for explicit and systematic teaching has been highlighted.

The conference rekindled our passion for books, and knowledge and enthusiasm for supporting literacy in our schools. Our heads are "full of thinking, on fire with the excitement of books" (Fox, 2001). Teachers and teacher-librarians working collaboratively, and teaching explicitly and systematically, makes the task of raising students' outcomes more exciting. ■

Editor's note: Mem Fox's book, *Reading Magic*, is reviewed on p 57.

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four 2001



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In the aftermath of the USA's World Trade Center and The Pentagon tragedies in September, many questions have been asked. Some of these have centred on the role of ICT (information and communication technologies), eg. how could the sophisticated information and surveillance technologies have seemingly failed in warning of the impending disaster? Such questions raise issues about our dependence on these technologies. Given the widespread dispersion of information about these events, are information and communication technologies creating more, not fewer, gaps between people? Is the Internet, as a global network, the world's first global anarchy? How do we use ICT to construct a peaceful world amid the diversity of cultures, politics and perspectives?

There have been extensive reports about how school children are dealing with such a significant event, and its uncertain aftermath.

ICT has played an important role in informing students, both negatively and positively. There is considerable concern that the relentless, unedited portrayal has been harmful to children, perhaps seeding ideas of hatred, retribution, destruction, and the devaluing of all humankind. As educators and information professionals, we have an urgent and critical role to ensure that our integration of ICT into the curriculum focuses on the creative human endeavour and the freedom of ideas, the concepts of global citizenship, and the development of meaning and learning.

It is increasingly imperative that we engage students in technology in ways that will enable them, and us, to build communities of understanding, not hate, in the complex global world in which we live. Jaron Lanier, acknowledged as the pioneer of virtual reality (VR) technology, makes this statement: "This generation has the potential to create more beauty, meaning, and fun than ever before. If we stop thinking of technology as a way of being powerful, and instead think of it as a form of art, a way of reaching out to cross the gaps that exist between people, then life becomes newly adventurous" (*The future*, Lanier).

As I review recent research literature about students' engagement with ICT, it is clear that there are a range of intellectual and technical challenges that face students in their quest for understanding and knowledge. Here are some that I have come across in recent months:

- managing and reducing large volumes of information
- retrieving documents based on 'aboutness'
- formulating effective search queries
- utilising Boolean operators

- security and certainty when searching
- browsing/surfing techniques versus systematic, analytically based strategies
- thinking critically and evaluatively when searching
- using online thesauri and Help structures
- ability to judge quality and accuracy of web based information
- decision making at all stages of search process
- using visual cues appropriately
- looking at pictures versus using textual information for signs of relevance
- judging relevance and quality through in depth, critical analysis
- using effective project management strategies
- overcoming plagiarism.

One of the fundamental challenges facing all teacher-librarians is how we respond to the voices of our students as they are challenged by such a formidable list. Any one of the above intellectual and technical challenges provides a rich opportunity for teacher-librarians to intervene, and through collaborative, inquiry centred approaches, demonstrate that their practice makes a real difference to student learning. The first Research column in 2002 will address this concept of evidence based practice for inquiry learning. The research in this issue comes from Lois Barranoik of Edmonton, Alberta, Canada. I had the opportunity to meet Lois when I addressed the Alberta Library Conference, in Jasper National Park, earlier this year. Lois has more than 20 years of teaching experience at all levels. During two years as a Learning Resources Consultant for Edmonton Public Schools, she was part of a district

action research project involving the use of technology, and its impact on student achievement in Grades 1 to 12. Her interest in research, and the importance of making it meaningful for all students, has brought Lois back to university for further study. She is

currently enrolled in a doctoral program in school libraries at the University of Alberta in Edmonton. Her paper is a key example of evidence based practice, and how teacher-librarians can work diagnostically to understand the student context of learning, and

develop instructional sequences to address these concerns. R. Todd ■

Reference

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Meaningful research projects for high school students



Lois Barranoik
University of Alberta

In our information based society, students are faced with daunting amounts of information and they need the skills to analyse, synthesise and evaluate what is relevant. Many become overwhelmed by the task and simply quit. Others see it as a challenge. They are able to grasp the question and focus the search, process the information and eventually make it a part of their knowledge base, thereby constructing meaning and developing understanding. Kuhlthau (1998) states that an emphasis on understanding will make both the research process, and the information gleaned through this process, more meaningful to the student.

In my practice as a teacher-librarian, I have observed that many young people do not see information as valuable to themselves. Because their topics are assigned rather than chosen, their use of information is simply seen as "important to the task at

hand" rather than a fundamental way to enhance and increase their own knowledge base. Burdick states that "although information literacy is abilities, skills, knowledge and use, those essential components by themselves don't ensure information literacy. To use information well, there must be motivation: a reason to do so, some interest or desire that is lacking in the aliterate" (Burdick, 1998, p 13).

Educators in our information based society know the importance of lifelong learning and literacy. Students need to be information literate, to be critical and creative thinkers with the ability to investigate, organise and responsibly communicate what is learned (Loertscher & Woolls, 1999). Prior research in this area addressed the importance of both cognition and affect in the information search process (Kuhlthau, 1993), and the value of motivational strategies to enhance

instruction in information literacy and research (Small, 1999; Small & Arnone, 2000). However, student experience still needs to be examined more deeply: what do students view as meaningful in a research project? It is important to hear the voice of students. Adults' engagement with literacy is influenced strongly by their formal school experiences, and adults' alienation from literacy activities has economic, social and political costs.

Therefore, the question to be answered in this research was: What do high school students view as meaningful in curriculum based research projects? For this study, meaningful was defined as having current significance, purpose or relevance based on past experience and future application (Dewey, 1938). Curriculum based research projects were defined as assignments based on subject specific course content requiring individual study and investigation

through the use of multiple resources. Because this research combined the information search process, from library and information studies, with constructivist learning from education, I anticipate this work will be of interest to other researchers and scholars in education and in library and information studies.

Literature review

Kuhlthau (1993) stressed the importance of intervention in the process of information seeking. Her research began in the 1980s with high school students and focussed on the difficulty of getting them involved in the research process. Kuhlthau realised from her studies of the student perspective of information seeking, that there were two different and somewhat conflicting perspectives at work: "the library perspective emphasizing order and organization and the student perspective emphasizing confusion and uncertainty" (1998, p 16). This "uncertainty principle" is presented in her book, *Seeking meaning*. The constructivist theory of Dewey (1933), Kelly (1963), Bruner (1973), and Vygotsky (1978) is the foundation of Kuhlthau's uncertainty principle and Information Search Process (ISP) model. One aspect of Kuhlthau's uncertainty theory is the "interest corollary" which holds that the learner's interest increases as uncertainty decreases. "Motivation and intellectual engagement intensify along with construction" (Kuhlthau, 1993, p 122). The research process is a process of construction and of meaning making. Kuhlthau (1993) used the "zone of intervention" to help teacher-librarians and teachers determine when to intervene with students and when to leave them alone.

According to Small (1999), Kuhlthau is one of the few researchers in the field of library and information research to recognise the importance of motivation. However, Kuhlthau's focus was more on the feelings and attitudes of students as they work through the research process and the general elements of successful programs. Small states that "research on motivation in classroom settings indicates that students perceive their own motivations inextricably linked to the motivational quality of the instruction they receive" (1998, p 223). In a research paper, Small (1999) described a study designed to identify motivational strategies used by library media specialists in eight New York schools and the resulting on- and off-task behaviours of students. The strategies were categorised using John M. Keller's ARCS Model of Motivational Design, the model also used in her book about research and motivation (Small & Arnone, 2000).

In a qualitative study conducted by McGregor in Canada (McGregor, 1995), a relationship between the complexity of student thinking and their orientation to either research process or product was identified. "The students who evidenced some process orientation showed more involvement in a process of making sense for themselves, of transferring information into long-term memory" (McGregor, 1995, p 32). Another study, concerned with identifying elements associated with meaningful research tasks, found process instruction to be very important to the students. Process instruction is one of five elements related to satisfaction with the research process (Garland, 1995). This study also found that students were more satisfied with the research process if their topics

were clearly related to the course content. Therefore, ideally, their research experience was built on, and part of, their work in class.

Dewey (1938) stated "that there is an intimate and necessary relation between the processes of actual experience and education" (p 20). In other words, students must experience in order to learn. Dewey (1938) also emphasised that "experience and education cannot be directly equated to each other" (p 25). In his opinion, all experiences could be plotted on an experiential continuum, ranging from experiences that are worthwhile educationally, to those that are mis-educative. He believed an experience is mis-educative if it has the effect of arresting or distorting the growth of future experience. Therefore, the quality of experience is very important and dependent upon the immediate aspect of being agreeable or disagreeable, as well as its influence upon later experiences. The central problem of an "education based upon experience is to select the kind of present experiences that live fruitfully and creatively in subsequent experiences" (Dewey, 1938, p 28). If students believed that their research was currently significant or relevant, and therefore an educative experience, would it automatically follow that students would complete their assignments because they found the research assignment meaningful to their everyday lives?

Giroux stated that "acknowledging students' histories, the stories that inform their lives, and weaving such information into webs of meaning that link the everyday with the academic is a powerful way to make knowledge meaningful" (Giroux, 1999, p 35).

Research design and methodology

The qualitative research conducted in this study sought to understand the process of research, as seen through the eyes of high school students. The key concern was "understanding the phenomenon of interest from the participants' perspectives, not the researcher's" (Merriam, 1998, p 6). The data collected for this study came from multiple methods: journals, interviews and observation. The researcher was primarily responsible for data collection and, as such, was able to "respond to the situation by maximising opportunities for collecting and producing meaningful information" (Merriam, 1998, p 20). However, this also meant that mistakes could be made and personal biases interfere. Therefore a tolerance for ambiguity, a sensitivity to context and data, and good communication skills were essential while collecting and analysing the research data.

For purposes of this project, students involved in Senior English and Senior Science research projects were monitored. Thirteen self selected students of varying academic ability, six in English and nine in Science (Biology and Chemistry), were followed over a period of five weeks. Two students were in both an English and a Science course which made the total student number of thirteen appear to be fifteen.

Data about their experiences while completing an English, Biology, or Chemistry research project were gathered through student journals and through structured audio taped interviews with the thirteen students and their six teachers. The students were involved in two interviews: one prior to beginning the research assignment; and one

after the assignment was completed. Anecdotal observation was used for monitoring students' cognitive and affective experiences. Each student was observed in the Learning Resource Centre for approximately twenty minutes. After the final interview, the students were shown their initial transcribed interview, and the notes recorded during observation, to ensure accuracy. The structured student and teacher interviews, and the student process journal, used ideas from the prior work and research of Kuhlthau (1993).

Because of the small number of participants in this project, findings are considered tentative. However, the implications for practice should help both teachers and teacher-librarians with the design and the implementation of research projects for high school students.

Data analysis

The data collected were analysed to determine what students find meaningful in curriculum based research projects. For purposes of this project, data reduction involved sorting information into categories and making themes. Biology and Chemistry findings were usually combined and discussed as one unit under Science.

Once all the data were collected, the interview transcripts, the student process journals and the observation field notes were read to gain a holistic view of the information collected. The data were color coded to provide a visual composite, and to identify the three categories used for analysis. The analysis and comparison of the findings began to suggest some possible themes. Findings from the teacher interviews are discussed separately and follow the student findings.

The research projects

The English research project centred on the study of *Night*, written by Elie Wiesel (1972), a Holocaust survivor. The outline given to the English students for their research assignment was comprised of: a timeline; possible research categories; and the suggested format for the final product. The possible research categories were quite open ended, and allowed students to make a choice based on their personal interest. However, the expectations for the final product were very clearly delineated, requiring the students to: identify their research focus; list the steps taken in the research process; write a report in first person narrative; and include bibliographic citations.

Biology students were required to choose a disease related to either the nervous system or the reproductive system. They had to access and summarise three articles related to their topic, and identify related technologies and careers. The final product included: an introduction to the topic; three article summaries; related technologies and career(s); and a bibliography. The students were also required to hand in copies of the three articles they had chosen to summarise.

The students in Chemistry were asked to choose and research an alternate energy source from a list of possibilities found on *The David Suzuki Foundation* Internet site. The final essay on this "future fuel of choice" needed to address the technological perspective of the fuel source, plus two other perspectives from a list provided. For example, students could choose to consider the fuel source from an ecological, an economic, a political, an ethical, or a social perspective. Bibliographic citations were also required.

Current significance, purpose or relevance

When students chose topics that were of interest to them, they were able to identify a personal rationale for their topic choice, and seemed able to understand and follow their research to a satisfactory conclusion. Their topic selection was tied into a current interest in the subject, curriculum content, relevance to self or society (eg. AIDS; prostate gland; cystic fibrosis) and/or the amount of material available on a particular topic. Positive feelings about the project appeared to be directly tied into their choice of a topic applicable to their everyday lives. These students were also able to articulate what information was appropriate, and which personnel provided the best help. Although marks were seen as important to the process, the students also believed that research projects: helped to improve writing and research skills; developed skills in using resources other than textbooks; and encouraged independent learning. As one student said, "You have to go out and find out for yourself and I think you learn better that way." Another student indicated that a research project "forces you to learn something real and important."

At the completion of their research project, the students were able to identify the new knowledge they had gained. Although their new insights were initially seen as pertinent to each individual, a social awareness was also gained. For example, one Science student said that he learned "how we are endangering our environment by using other fossil fuels that are harmful for the environment." Another Science student revealed that her research "gave me more of an understanding on how people

became deaf." An English student discussed how reading Anne Frank's autobiography "helped me learn about [her] and I guess more about people in the Holocaust."

Past experience

Kelly (1963) suggested that "experience is the extent of what we know – up to now. It is not necessarily valid... just as the compass of experience is no guarantee of the validity of our personal constructs, neither does the duration of experience give us any such warranty" (p 171). It was evident that previous experience with research in school had an impact on the feelings students had about their current assignment. Their feelings were positive and confident if their prior experiences had provided both skills and an understanding of useful databases, the research process, and presentation possibilities for their newly acquired knowledge. However, having prior research experience did not automatically guarantee a positive, confident attitude. Some of the students felt very insecure if they did not have previous experience with a research project in a particular subject area, or if they felt that they didn't know "what she/he [teacher] exactly wanted". This would seem to indicate that past research had often been focussed on "what the teacher wanted" and had emphasised product rather than process.

When accessing information, students cited the Internet twice as often as books. One student mentioned that having completed a research project, in another class earlier in the year, really helped him with this project. He said, "I was doing a Chemistry research project for sources of power, so I am already quite familiar with *Britannica online* and *Electronic*

Library." Another student indicated that he would complete the project because "he's not the type of person who doesn't complete projects." Marks did not seem to be a factor in this case.

Initially, students' past experience with research projects did not seem to have an impact on their understanding of time and time management. This may have been due to the fact that research was not a recent phenomenon in their lives. As one student stated, "The last time I remember doing a research project was in elementary school." However, in the final analysis, students indicated that they had gained a better understanding about the amount of time it takes to complete such an assignment, and how to manage their time in future assignments.

Future application

The design of the Biology research project was the only one which had "future application" built into it, since one of the requirements of the assignment was to find a new technology and a career that belonged to their topic. One student felt very positive about the assignment, since she was planning to register in Biology next year at university and, therefore, anything more she could learn on her own was excellent. Completion of the project was necessary because it would be helpful for her tertiary education and its research requirements. Two students believed that it was important to share the knowledge they had gained with others since they felt that this information was pertinent to their classmates.

It was interesting that one student identified research projects as helping one learn the process, and therefore being applicable to all of life. He said, "... it teaches you how to go out there and find what

you need and that's useful in anything that you do, like in anything that you want to learn."

Another student talked about making future decisions based on the information she had gained through this research project. She had completed research on cystic fibrosis because of a family member's plight and she mused, "Well, if I get tested and I find out that this child has it, do I have the child and know that it's not going to live probably past 30, or do I, and you take the chance because maybe it will, because maybe they will find a cure or do I abort a child which is in a sense kind of murder, you know, depending on what side of the fence you're on." It was evident from her thoughts that learning more about a topic can inform decision making in the future, but not necessarily ease the decision making dilemma.

The teacher interviews

The six teachers were interviewed at the end of the study, once their students had completed the curriculum based research project.

Current significance, purpose or relevance

When the teachers discussed how the assigned research fit into the curriculum, it was evident that a major consideration in the project design was the current significance and relevance to both the students and the particular unit of study. For example, the Science teachers felt that the research enhanced the curriculum, and encouraged the students to explore areas that would not have been covered in the classroom. One comment was that the project would increase the "awareness of how science fits into their lives." Allowing choice within the research project also made it more relevant to the students. One Science teacher

believed that "another real advantage of doing it in a class setting is the opportunity for them to share their knowledge."

An English teacher was concerned with the students' apparent lack of "curiosity and imagination" and the "lack of interest in humanity". However, many of these students had financial concerns and needed to focus on basic survival. Sometimes work related issues were more important than school. This meant that research must be seen as currently significant and relevant or it would not be completed with any real interest or intensity.

Past experience

The teachers were aware that a number of the students either had little or no previous research experience on which to base their projects. One teacher remarked that "probably less than half of them have no experience when they start this process." However, completion of this project provided the students with research experience that would assist them with the next project. This experience caused another teacher to comment that "the value this has for the students in terms of what they learn, part of it, but probably more so in terms of the feeling they have about what they are now able to do" and that "all those things that have been obstacles for them are now sort of familiar to them."

The majority of students relied on the Internet as their main source for information. The teachers noticed this and commented that it would have been preferable if "they could have broadened their search", although time was a factor. Because the students involved in this study did not have significant experience with research, the Internet seemed to be

the most accessible and viable resource. The length of time for the project, and the lack of time management skills due to inexperience with research, also played a major role in the success of the students.

Future application

It was interesting that the teachers' goals and objectives for the research project were focussed on the future, and the necessity to prepare students for tertiary education, and the requisite research in these institutions. One English teacher said that "the main goal was to help kids be able to do research so that they, when they get to post-secondary they won't have so much trouble with it, because I remember when I started university I had to learn it myself, figure it out sort of by trial and error."

A second English teacher expanded on these comments by stating that "by introducing them to the process and chopping it down into attainable steps for the level that they're working at right now, we felt it was a good way to introduce them to what would be happening when they got to post-secondary."

Although many of the Science teachers' comments echoed those of the English teachers, the fact that "they should be well-armed for an open-ended type written response question on the diploma" was also mentioned.

Another Science teacher indicated that it was important to expose the students to research because "no matter what they do, even if they don't go on to any post-secondary institution, their jobs are going to ask them to be able to handle this kind of research."

Because one of the goals of the curriculum based research project

was preparation for tertiary studies, the teachers stressed that the students should "write in their own words", and that references should be cited using the recommended bibliographic format. Since the students did not appear to understand the immediate relevance of this goal, they were either unable to, or chose not to, meet these citation requirements.

When the teachers were asked how they might change the project(s) in the future, all of them mentioned the time factor, and two added that student input would be sought before making further changes. This indicates that these teachers value the comments of students, and wish to make the curriculum based research project as meaningful as possible for their class.

With regards to time, one teacher commented that "next year or next term, I'm going to start the research at the beginning of the unit of *Night*, and have them intersperse the research into while they're reading the book, and have a day in class where they do nothing but write about their [topic]."

Discussion and implications for practice

Three major themes emerged from the data analysis:

1. The research purpose was different for students and teachers. The students were interested in the project being currently relevant to their lives. Garland (1995) found that students were more satisfied with the research process if their topics were clearly related to the course content. For the students in this study, positive feelings about the project appeared to be directly tied into their choice of a topic applicable to their everyday lives as both a young adult and a student.

The teachers, however, were more focussed on the future, and felt that the main purpose of these curriculum based research projects was to prepare students for research in tertiary education, for possible diploma examination questions, or for the world of work. Although the teachers' orientation was towards the future, they also made certain that the research projects were part of the curricular unit being studied, and allowed students to choose a topic of current interest.

The purpose for the curriculum based research project needs to be clearly stated at the beginning of the assignment. Students need to understand that the project is not only currently relevant, but also has future application. It would be beneficial for the students if the teacher and teacher-librarian were to identify that current relevance exists in attaining new insight and knowledge which will be demonstrated in the students' final products, whereas learning the research process will have future application. Therefore, it is important to emphasise both current relevance and future application as parallel lanes on the "road to successful research." Because process is just as important as product, the time allotted for the project must allow the students to work through the information search process as outlined by Kuhlthau (1993).

2. One teacher noted that a number of the students had little or no prior research experience, and did not understand the research process when they began their curriculum based research project. These students felt insecure, were always concerned with "what the teacher wanted," and believed that they were ill prepared to complete an activity of such magnitude. In contrast, those

students with positive prior research experiences felt confident, understood the process and were able to work without a great deal of assistance. They also knew which resources were most appropriate for their particular topic.

Although the teachers believed that the research experience was important for the students to have, only one spoke about introducing them to the process and "chopping it down into attainable steps." Not one teacher spoke about identifying the students' previous research experiences, or developing the required curriculum based research project based on the information obtained from their students. The assumption seemed to be that the students would pick up the skills they needed while completing the assignment. However, in her study concerned with identifying elements associated with meaningful research tasks, Garland (1995) found process instruction to be very important to the students.

Due to lack of prior experience with research, many students did not have the time management skills necessary to systematically plan and complete the project without feeling pressured and rushed. Most students believed that this would change, since they now understood what is involved when completing a research assignment.

Teachers and teacher-librarians cannot assume that students have previously had either similar or positive experiences with curriculum based research projects. It is important that the students' understanding of the process of research is identified, prior to beginning the process, to ensure that the needed skills are taught in context. It is also essential that

students work together with their teacher and teacher-librarian to identify appropriate resources, and create a class pathfinder to assist with information retrieval. Since many students may not have developed adequate time management skills when working on previous projects, it is key that developing these skills be a required part of the process.

3. Another theme was perceived research value. Students believed that the curriculum based research projects were valuable if the new knowledge and insights gained were applicable to their individual lives, and could also be shared with others. For the two students who believed that it was important to share the knowledge they had gained with others, since they felt that this information was pertinent to their classmates, the knowledge embodied in the final research product was most important. For another, learning the process of research was the most valuable part of the curriculum based research project.

The teachers believed that these research projects were valuable learning experiences because the students: gained additional information on a topic of interest; learned to use electronic and print resources; learned to present information in a required format; and developed confidence in their ability to access, analyse and synthesise information.

It is important that students be given time to share their newly acquired knowledge with their classmates. Therefore, teacher-librarians and teachers should

plan for this, through either small group discussion or mini presentations at the completion of the curriculum based research projects. Opportunity for student research closure should also be provided. This could take the form of a written assessment and would provide an opportunity for students to reflect on both the process and the knowledge gained.

It is clear from this study that teacher-librarians and teachers need to remember that *current relevance* is an essential ingredient of a meaningful curriculum based research project, ie. Would

students consider a research project to be meaningful if the final product were presented through some form of technology, rather than a written research report?

Because this would build on both the current interests and technological abilities of students, it should help to ensure that students' histories are acknowledged, that their everyday lives are linked with the academic, and that their newly constructed knowledge is, therefore, meaningful (Giroux, 1999). ■

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National Literacy and Numeracy Week 2001

*Rosie Charles is NSW Project Officer,
 National Literacy and Numeracy Week.*

National Literacy and Numeracy Week 2001 (NLNW) was held from 3rd to 9th September. NLNW is a celebratory week that focuses on literacy and numeracy teaching and learning in primary schools. In New South Wales, both government and non government schools participate.

NLNW was officially launched in NSW by the Hon. John Aquilina, Minister for Education and Training, at a special awards ceremony on 31st August at the Powerhouse Museum. At this ceremony, outstanding primary schools were recognised for their exceptional literacy and numeracy programs, and received achieve-



Hon. John Aquilina presenting a certificate to Metford Public School captain, Sarah Barnes, and Principal, Ms Jo Potts.

ment awards of \$1000. Two NSW schools were recognised at national level for their excellence and received awards of \$10 000.

NSW awards

Burwood Public School, in the Granville District, received an excellence award in the numeracy category for a program that had changed pedagogy leading to improved student learning. The program encourages students to value the skills of estimating, anticipating probabilities and making inferences rather than an over reliance on rote learning.

The NSW award for excellence went to Metford Public School, in the Maitland District. Metford Public School implemented multiple strategies to overcome a perceived weakness in the teaching and learning of measurement. This included strategies from the *Working mathematically* document and the *Count me in* and *Count me in too* programs. There are clear indications that students participating in the program have an improved ability to describe, verify and clarify ideas, in addition to increased class participation and engagement in measurement activities.

The 15 recipients of the \$1000 NSW Achievement Awards were awarded cross sectorally, on a pro rata basis based on student enrolments. These schools were:

- Bonnyrigg Heights Public School (Liverpool District)
- Corpus Christi Catholic Primary School, Cranebrook (CEC)
- Dee Why Public School (Northern Beaches District)
- Gresford Public School (Taree District)
- Hornsby South Public School (Hornsby District)

- Maraylya Public School (Blacktown District)
- Niagara Park Public School (Central Coast District)
- Our Lady of the Rosary Primary School, Fairfield (CEC)
- St John's School, Riverstone (CEC)
- Tallimba Public School (Griffith District)



- The Thomas Pattison School for the Deaf, Parramatta (AIS)
- Unanderra Public School (Wollongong District)
- Warrawong Public School (Wollongong District)
- Wee Waa Public School (Moree District)
- Windsor Public School (Blacktown District).

The Principal of Metford Public School, Ms Jo Potts, said, "Receiving this award for excellence and the financial support that went with it was wonderful encouragement for teachers in the school, and reassured the parent body that their confidence in the school and its teachers was well placed. The parents and staff have always worked together to say 'Metford is a good school getting

better', and they now feel vindicated in this belief because their efforts have been recognised."

Mr Aquilina said, "National Literacy and Numeracy Week provides a special opportunity for the community to celebrate the literacy and numeracy achievements of the state's students and to reinforce the Government's commitment to improving student literacy and numeracy."

Celebrating literacy and numeracy

During NLNW 2001, schools across the state celebrated the success of their literacy and numeracy programs with their school and parent communities. Individual school events included: open days; school visits by community members discussing the use of literacy and numeracy skills in their occupations; and parent information days. District initiatives ranged from launching poetry anthologies and literacy/numeracy expos to teacher or parent workshops.

In NSW, kits for *Celebrating literacy & numeracy* were distributed to schools and libraries to help support their activities. These kits included brochures for parents, with ideas on helping children at home with reading, writing, spelling and numeracy, plus ideas for schools on how to celebrate the week. Additional brochures were available through peak parent groups and proved to be very popular.

For further information about National Literacy and Numeracy Week in NSW, please email: rosemary.charles@det.nsw.edu.au

Phone: 02 9886 7336

Fax: 02 9886 7413 ■

from
**Professional Support
and Curriculum**

Using ICT in the classroom: information and communication technologies

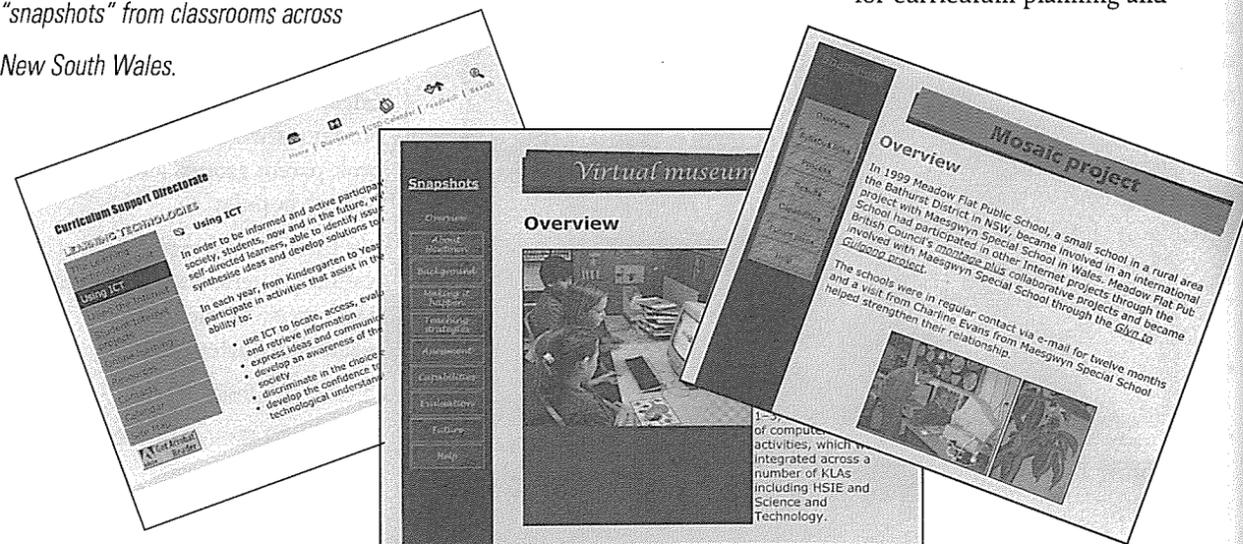
Sally Blackwell is Senior Curriculum Adviser, Computers and Technology, Professional Support and Curriculum Directorate. The Directorate's new web site, briefly described in *Scan* vol 20 no 1, is constantly expanding. In the **Learning technologies** section, a feature is **Using ICT**, which presents a series of teaching and learning "snapshots" from classrooms across New South Wales.

Snapsots of classroom and school practice have been developed to provide teachers with practical curriculum support for the effective integration of ICT (information and communication technologies) in teaching and learning. They are targeted at classroom teachers, and aim to provide relevant advice and ideas.

Key learning area snapshots of classroom practice in all subjects

illustrate a range of approaches and strategies for incorporating ICT into teaching and learning. Whole school snapshots provide models of practice of whole school change to increase teacher understanding of the role and value of ICT in teaching across the curriculum.

These snapshots bring together the experience and expertise of teachers from across the state. They provide a valuable resource for curriculum planning and



promote innovative approaches and a student centred focus. Recent additions to the snapshot collection include:

- **Mosaic project.** In 1999, Meadow Flat Public School, a small school in a rural area of the Bathurst District in NSW, became involved in an international project with Maesgwyn Special School in Wales.
- **Backyard biodiversity.** This snapshot supports the student Internet project *Backyard biodiversity*. Students used the Internet, CD-ROMs, spreadsheets and videoconferencing to collaborate in a biodiversity

project with scientists at the Australian Museum.

- **Virtual museum project.** This snapshot details the creation of a virtual museum to explore and present the students' own diverse cultural heritage.

The snapshots can be accessed on the Professional Support and Curriculum Directorate's web site at: www.curriculumsupport.nsw.edu.au/learningtechnologies/index.cfm?u=2&i=3

We are constantly striving to improve the content and usability of the snapshots. If you are using ICT in your classroom, including

the school library, and would be interested in developing a snapshot with us, please, feel free to contact sally.blackwell@det.nsw.edu.au at the NSW Department of Education and Training. ■

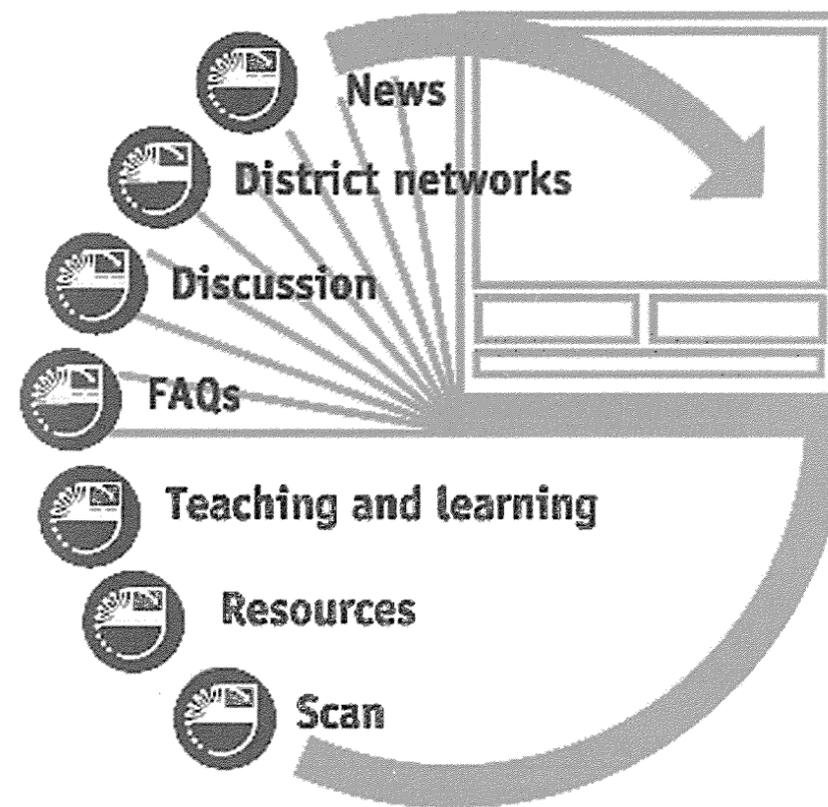
References and further reading

'Curriculum Support Directorate is now online', *Scan* 20(1), 2001, p 35.

Curriculum Support Directorate web site (website) at: <http://www.curriculumsupport.nsw.edu.au/>

Using ICT - Curriculum Support Directorate - DET (website) at: <http://www.curriculumsupport.nsw.edu.au/learningtechnologies/index.cfm?u=2&i=3>

School libraries: empowering learning



Frequently asked questions (FAQs) have been updated. School libraries: empowering learning at:

www.det.nsw.edu.au/schoollibraries

New search screens for SCIS OPAC



Anne Dowling is Cataloguing Coordinator for the New South Wales agency of SCIS (Schools Catalogue Information Service).

Following the upgrade of the Voyager software, the Search screens for the SCIS OPAC have been redesigned. With the previous version of the Voyager software, the opportunity to customise the screen to suit Australian schools' needs had not been available. In the redesign, the instructions that were not relevant to our way of using the OPAC have been removed, making the screen clearer and the OPAC easier to use.

The SCIS OPAC can now be searched by a Basic search or a Guided search. When a user first logs on, the screen is set to Basic search. To change to Guided search click on the Guided search tab at the top left hand corner of

the screen. In Guided search, similar options to those in the Builder search from the previous version, will be displayed.

Basic search

In Basic search (see Figure 1) the options are to search for a word that:

- is in the Title only
- is anywhere in the record (Keyword)
- is in the Author file
- is in the Subject file
- can be used to construct a Boolean keyword statement.

The words and/or phrases are to be entered omitting all punctuation, except hyphens. For example,

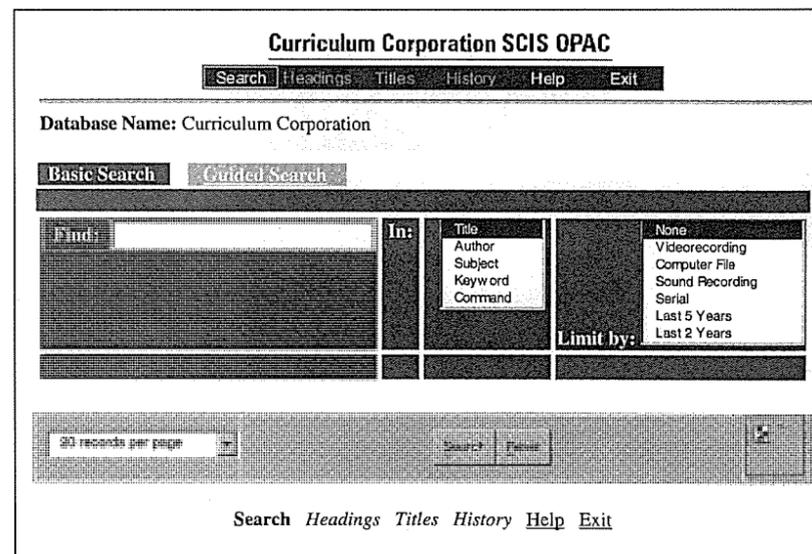


Figure 1. The Basic search screen of SCIS OPAC.

Find: Fox Mem In: Author
or

Find: art modern 20th century
In: Subject

Not only is the punctuation, other than hyphens, unnecessary, there is no need to capitalise any of the words in the search request. A search on fox mem retrieves Fox, Mem as the first name in an alphabetical list of names, with entries following for Fox Michael, Fox Michael J, Fox Michael Robert; etc.

Similarly with the subjects, the search word appears at the top of an alphabetical list of subject headings from the subject file. In both Author and Subject searches, the word order of the heading must be the same as the heading in the subject file to retrieve the relevant subject heading, ie. Mem Fox will not retrieve Fox Mem nor will modern art retrieve Art, Modern.

If the resource that you are looking for is in a format other than text, it is possible to set this limit by highlighting one of the formats in the box on the right of the screen, eg. Videorecording, Computer file or Sound recording. If you are only looking for resources published in the Last 2 years or Last 5 years, that choice can also be made from this box. Once the limit has been

chosen, it will apply to all searches including Guided search until it is deselected by choosing None from the Limit by box. Searches in Author and Subject cannot be limited.

Guided search

Using Guided search (see Figure 2), you can look for information on a word, or words used in the combinations, in the list that appears if

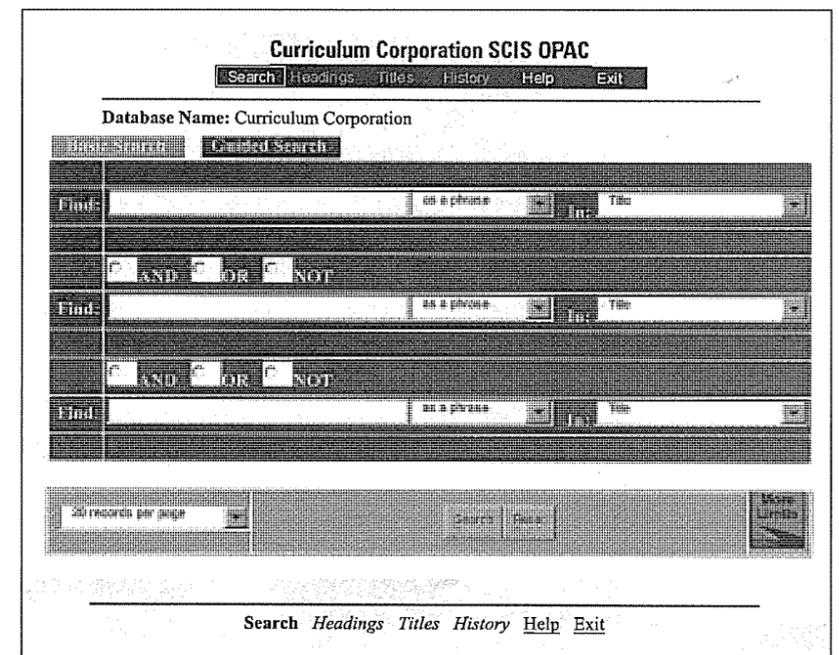


Figure 2. The Guided search screen of SCIS OPAC.

you click on the Down arrow beside the words as a phrase. Any of the words that are input can be searched singly, combined or searched as a phrase.

The elements of a record that can be searched are shown in the In box on the right hand side of the screen. The Title, a Keyword (ie. a word in any part of the record), an Author name, Series, Publisher name, Subject, and many others can be interrogated. Guided search can also be used to locate ISBNs by entering the item's ISBN

Guided search can also be used to identify web sites on specific topics.

in the Find box, and selecting ISBN from the In box on the right of the screen. Several combinations of words can be entered by combining the three Find options.

Searching for web site records

Guided search can also be used to identify web sites on specific topics. For example, to search for web sites of Australian authors, enter authors, australian in Find,

accept the default setting as a phrase, select Subject from the In box, accept the default setting AND, enter website in Find, accept the default setting as a phrase, choose Keyword anywhere from In and press Search. As of publication of this article, 54 records could be retrieved.

In the SCIS OPAC, these records are also directly linked to each web site, so you can evaluate the site in terms of your needs before ordering the record for your school OPAC. Similar searches for web sites can be entered by combining search words with the word website used In: Keyword anywhere.

Further assistance with searching

Search hints on the Basic search screen and Help both contain further information on how to effectively use the SCIS OPAC. With all of these changes the OPAC is even easier to use. Happy searching!

For information about connecting to SCIS, please ring 1800 337 405. ■

from ITD
Information Technology Directorate

OASIS CD Update v1.04

OASIS update v1.04 recently arrived in NSW government schools. Introductory information about the update is provided by Information Technology Directorate.

1. Please ensure that the installation of the update has been completed on the server and the workstation component has been run. Check with your System Administrator that this mandatory installation has been done.
2. Once the update has been completed, the latest version of the SCIS Subject authority file is available for processing. It was loaded onto the server as part of the update process. See the *Changes to OASIS* document for instructions.

Documentation for the update is available from the ReadMe directory of the CD-ROM, or from the NSW Department of Education and Training's intranet at www.intranet.schools.nsw.edu.au/stand.cgi/staff/F6.0/v104.htm

Remember that the most accurate and up to date source of help for OASIS Library is School Technology Support (phone 13 23 48). Articles in *Scan*, and information in the FAQs section of *School libraries: empowering learning*, provide additional information on these issues. ■

Briefly...

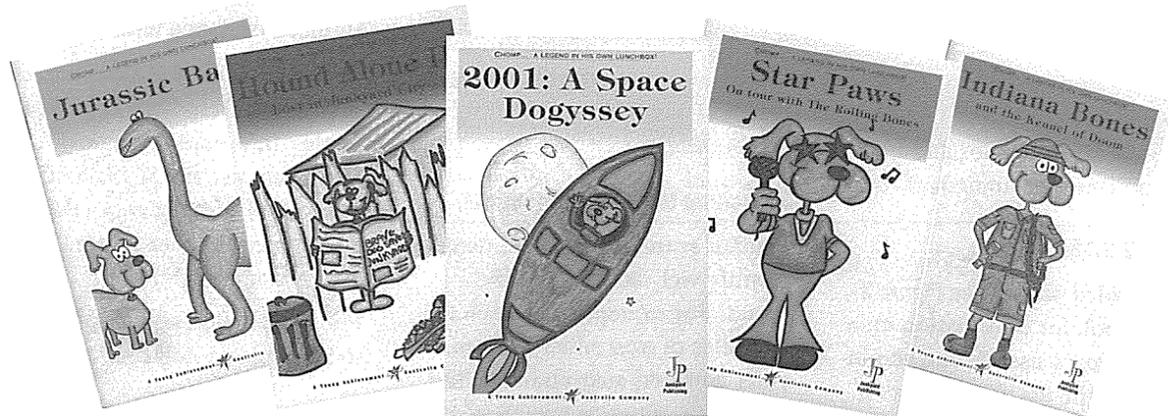
Young Achievement Australia

Junkyard Publishing is part of the Young Achievement Australia movement which seeks to give high school students practical skills in running a business.

The company is made up of ten 15 year old students from Batemans Bay High School, on the New South Wales south coast. As their Young Achievement Australia project, they have written, illustrated and published five children's books about Chomp, a lazy junkyard dog, who sleeps all day and dreams of himself in various heroic situations.

The books come packaged as a set in a plastic lunchbox (SCIS 1061885). The titles include: *Jurassic Bark*; *Indiana Bones and the Kennel of Doom*; *Star paws: on tour with The Rolling Bones*; *Hound alone II: lost in Junkyard City*; and *2001: a space dogsysey*.

Schools can order *Chomp!: a legend in his own lunchbox* for \$24.95 per set from Junkyard Publishing, 4 Carramar Drive, Lilli Pilli, NSW 2536. Junkyard Publishing also has a presence on the Internet. Visit their soon to be completed web site at: www.junkyardpublishing.cjb.net



Premier's Reading Challenge

By now most teacher-librarians will have heard about the Premier's Reading Challenge, which was launched in August. The Challenge is an initiative of the Premier. Its objective is to encourage a love of reading among students in NSW schools. The Challenge is open to all students in both government and non government schools in NSW, from Year 5 to Year 8 inclusive. This group of students was targeted because the middle years of schooling is the focus of the Government's Linkages initiative. Students can start the Challenge when they are in Year 4 and finish it in Year 9.

The Challenge is to read at least 20 books in one year, at least fifteen of which must be from the Premier's Reading Challenge list. The five books of a student's own choice should be as substantial as the books on the list.

Students will download from the web page a Reading record, which they fill out as they read their 20 books. This will, in the first year, be a record of the books they read from 1st September 2001 to 31st August 2002. The web site address is: www.schools.nsw.edu.au/premiersreadingchallenge

Students will submit their completed Reading records to a coordinating teacher at their school. The teacher will submit these Reading records to the Professional Support and Curriculum Directorate at the Department of Education and Training. In the first year, the deadline for this will be 30th September 2002.

The names of students who submit eligible Reading records will be submitted to the Premier's Office, who will then issue certificates signed by the Premier.

Schools with proportionally the most students receiving certificates will receive special awards, valued at \$1500.

Students who receive certificates four years in a row will receive a Gold Award for Reading, which will be a gold edged certificate also signed by the Premier.

Further enquiries can be directed to:

Paul Hardage
Chief Education Officer English
Professional Support and Curriculum Directorate
Phone: 02 9886 7624
Email: paul.hardage@det.nsw.edu.au

Children's Book of the Year Awards 2001

These awards were announced by the Children's Book Council of Australia (CBCA) on Friday 17th August:

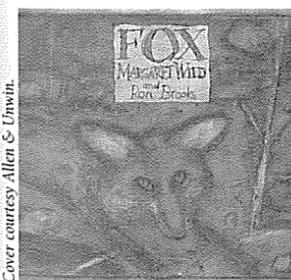
Picture book of the year

(Some of these books may be for mature readers)

Winner: BROOKS, Ron Fox. (text Margaret Wild) Allen & Unwin, SCIS 1001015, reviewed *Scan* 19(3)

Honour: RIDDLE, Tohby *The singing hat*. Penguin (Viking), SCIS 1022036, reviewed *Scan* 20(2)

Honour: TAN, Shaun *The lost thing*. Lothian, SCIS 1014762, reviewed *Scan* 20(1)



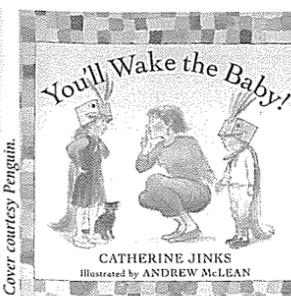
Cover courtesy Allen & Unwin.

Book of the year: Early childhood

Winner: JINKS, Catherine (illus Andrew McLean) *You'll wake the baby!* Penguin (Viking), SCIS 1020093, reviewed *Scan* 20(3)

Honour: GRAHAM, Bob Max. Walker, SCIS 1015779, reviewed *Scan* 20(2)

Honour: LEE, Lyn (illus Kim Gamble) *Pog*. Omnibus, SCIS 1021851, reviewed *Scan* 20(3)



Cover courtesy Penguin.



Book of the year: Younger readers

Winner: KIDD, Diana *Two hands together*. Penguin (Puffin), SCIS 1026794, reviewed *Scan* 20(2)

Honour: BROOME, Errol *Away with the birds*. Fremantle Arts Centre Press, SCIS 1016045, reviewed *Scan* 20(2)

Honour: STARKE, Ruth *NIPS XI*. Lothian (Takeaways), SCIS 1017676, reviewed *Scan* 20(3)

Book of the year: Older readers

(These books are for mature readers)

Winner: CLARKE, Judith *Wolf on the fold*. Duffy & Snellgrove, now Allen & Unwin (Silverfish), SCIS 997412, reviewed *Scan* 19(4)

Honour: CONDON, Bill *Dogs*. Hodder Headline, SCIS 1014758, reviewed *Scan* 20(3)

Honour: ZUSAK, Markus *Fighting Ruben Wolfe*. Omnibus, SCIS 1001037, reviewed *Scan* 19(4)

Eve Pownall Award for information book of the year

Winner: KENNETT, David (text Dyan Blacklock) *Olympia: warrior athletes of ancient Greece*. Omnibus, SCIS 997413, reviewed *Scan* 19(2)

Honour: NICHOLSON, JOHN *Building the Sydney Harbour Bridge*. Allen & Unwin, SCIS 1018440, reviewed *Scan* 20(2)

Honour: RUSSELL, Elaine *A is for aunty*. ABC, SCIS 1006498, reviewed *Scan* 20(2).

Visit the official *Children's Book Council of Australia* web site at: www.cbc.org.au/

Reviews of the above resources are available online. Go to the *School libraries: empowering learning* web site at www.det.nsw.edu.au/schoollibraries and, from the home page, follow the path: Teaching and learning, then Book Week, then Book Week 2001.

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The Crichton Award for Children's Book Illustration

This national award is administered by the Victorian branch of the Children's Book Council of Australia. In recent years, it has been announced in conjunction with the Book of the Year Awards.

The winner for 2001 is illustrator Caroline Magerl for her illustrations to Libby Hathorn's *Grandma's shoes*

(Hodder Headline, 2000), SCIS 1022039.

For online information, and a list of past recipients, select Awards on the *CBC Victoria* web site at <http://home.vicnet.net.au/~cbcavic/>

2001 Australia Audio Book of the Year Awards

These annual awards were announced on 23rd August. The 2001 Young Adult winners were:

The Sanderson Young Adult Audio Book of the Year:

RIDDEN, Brian *Whistle man* (Louis Braille Audio; narrator Francis Greenslade). SCIS 1058288.

The Sanderson Young Narrator Award:

David Tredinnick, for his reading of *Max* by Michael Hyde (Louis Braille Audio). SCIS 1045271.

For more information:

Phone: 03 9867 6022

Fax: 03 9820 1335.

PictureAustralia updates

PictureAustralia at www.pictureaustralia.org is a collaborative online service that provides access to many pictorial collections from the one Internet site.

The Campbelltown City Library, in New South Wales, has just joined, adding a pictorial collection of around 5000 images. In collaboration with the Campbelltown and Airds Historical Society, they have made images of their region available to all. Search on Campbelltown to find photographs depicting the economic, transport, educational and social aspects of life around Campbelltown, from the latter half of the 19th century through to contemporary events, places and personalities.

The National Library of New Zealand has become the first "offshore" agency to join *PictureAustralia*. They have contributed a collection of images that reveal the links between the two nations. Included are wildlife, people, art, and sporting teams. Browse the images at your leisure through the Timeframes trail at www.pictureaustralia.org/trails.html#nlz

Museum Victoria has contributed a collection of over 25 000 images. They reveal life in Victoria over the last century, and show ordinary men and women making history: taking to the skies; first travelling in cars; exploring early radio communications; and going about their daily business of farming, working and playing. Try a search on I hate work, Boxing

kangaroo or Elephant train to discover some of the quirkier photographs in the collection.

PictureAustralia is hosted by the National Library of Australia and now provides access to over a half a million images through cooperation with the following agencies:

- Australian Heritage Commission
- Australian War Memorial
- Campbelltown City Library
- Lake Macquarie City Library
- Museum Victoria
- National Archives of Australia
- National Library of Australia
- National Library of New Zealand
- Nolan Gallery
- State Library of New South Wales
- State Library of Tasmania
- State Library of Victoria
- University of Queensland Library

For more information contact:
Danielle Freeman, *PictureAustralia*
www.pictureaustralia.org
Phone: 02 6262 1641
Fax: 02 6273 2545
Email: pictaust@nla.gov.au ■



Do you have a great idea for a future **Scan** article?
Please ring The Editor on **02 9886 7501** or email
Ian.McLean@det.nsw.edu.au

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent print publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in *Scan* for non fiction material is the 13th Abridged Dewey, although when ordering SCIS cataloguing records, the 13th or 21st may be specified. Many more reviews than we publish in *Scan* go onto the DET web site <<http://www.schools.nsw.edu.au>>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on NSW HSC online <<http://hsc.csu.edu.au>>.

- USER LEVELS are given in stages as follows:
- Early Stage 1** (for Preschool/Early Childhood)
 - Stage 1** (for Lower primary)
 - Stage 2** (for Middle primary)
 - Stage 3** (for Upper primary)
 - Stage 4** (for Lower secondary)
 - Stage 5** (for Middle secondary)
 - Stage 6** (for Upper secondary)
 - Community** (for Community/Parent/Adult)
 - Professional** (for Teachers)

The category KLA is intended to provide a guide as to which Key Learning Area the resource supports. These, and the USER LEVEL, should only be used as a guide, as many resources transcend age and subject barriers.

The following symbols indicate the Key Learning Area used by the NSW Board of Studies:

- CA** Creative Arts (primary & secondary);
- English** English (primary & secondary);
- HSIE** Human Society & its Environment;
- Languages** Languages other than English;
- Mathematics** Mathematics (primary & secondary);
- PDHPE** Personal Development/Health/Physical Education;
- Science** Science (secondary);
- ST** Science & Technology (primary);
- TAS** Technology & Applied Studies (secondary);
- and
- VOC ED** Vocational Education
- CEC** in front of a syllabus denotes that it is a Content Endorsed Course.

The subheading ABSTRACT indicates this resource is described rather than evaluated.

All prices in the availability statement include GST.

All references to HSC syllabuses are now specific to new HSC syllabuses. Courses will be referred to by their syllabus title in the review, eg. *Aboriginal Studies: Stage 6*. In the SYLLABUS descriptor, they will be followed by 'Stage 6', with any relevant delineations following a colon, eg. *English Stage 6: Standard*. Core topic and option topic titles within syllabuses are italicised in a review.

Guest Internet site editor: Suzanne Leslie

Reviews of Internet sites

Sites are listed alphabetically by title. Reviews of Internet sites which support Literacy would appear at the beginning of **Literacy resources**. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. The **USER LEVEL** descriptor, **Professional**, is a pertinent reminder of such issues. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when reviewed.

3D artists

<http://raph.com/3dartists/>

Contained within this easily explored and visually exciting site, is an Art gallery with hundreds of images by various Australian and international computer artists. The genres include: Sci fi; Fantasy; Realism; Nature; and Abstract. Expandable thumbnail images of art works are provided. Interviews with selected artists deal with topics such as inspiration and techniques. Tutorials links a number of animation software sites with instructions set out in stages. Forums contains email exchanges, hints for techniques, and postings of new works. This site, suitable for the study of popular media, also contains Links to various categories of animation, with time required to verify their curriculum relevance. A. Whyte

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS: Computer art; Computers in art
KEYWORDS: 3D artists
PUBLISHER: Raphael Benedet, Russia
REVIEW DATE: 17/9/01 SCIS 1055621

A. C. Bradley's Shakespearean tragedy

<http://www.clicknotes.com/bradley/welcome.html>

For students studying any one of Shakespeare's tragedies, this site offers a number of useful resources. The major content is a complete and searchable online edition of A.C. Bradley's influential work, *Shakespearean tragedy*. Further support includes a brief biography of Bradley and answers to frequently asked questions about each of the tragedies: *Hamlet*; *Othello*; *King Lear*; and *Macbeth*. These generally pertain to character, theme, and language in each. While the main purpose of the site is to promote *clicknotes*

student guides, further support may be derived from the sample guides, which provide comprehensive material on the first two acts of each play. A flashing urgent message icon at the top of the page may be distracting for some. W. Bowie

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced; Extension 1*
SCIS SUBJECTS: Shakespeare, William – Criticism, interpretation, etc.; Shakespeare, William – Tragedies
KEYWORDS: A. C. Bradley; Shakespeare; Shakespearean tragedy
PUBLISHER: Shakespeare Navigators, USA?
REVIEW DATE: 17/9/01 SCIS 1053901

About numbers in today's date

<http://www.nottingham.ac.uk/education/number/>

Did you know that caterpillars typically have sixteen legs or that eleven is the fourth number that stays the same when written upside down? Number facts, and trivia such as this, are provided in this simply designed web site, by choosing a number on a calendar grid. The language is generally age appropriate and is supported by graphs and photographs. Where complex mathematical terms are used, they are hyperlinked to a glossary. The site could be used as a daily motivational tool, supporting the development of positive attitudes in the learning and teaching of mathematics. S. Taylor

USER LEVEL: Stage 3 Stage 4
KLA: Mathematics
SYLLABUS: Mathematics K-6; Mathematics 7-8
SCIS SUBJECTS: Mathematics
KEYWORDS: Date; mathematics
PUBLISHER: University of Nottingham, UK
AUTHOR: Richard Phillips
REVIEW DATE: 17/9/01 SCIS 1060366

Abzu: guide to resources for the study of the ancient Near East available on the Internet

<http://www.oi.uchicago.edu/OI/DEPT/RA/ABZU/ABZU.HTML>

Described as an experimental guide to the rapidly increasing data relevant to the study of the Ancient Near East, this lead site may be best navigated first by the Regional index, and then either the Egypt or Mesopotamia options to access Archaeological sites. Details of specific past and present excavations throughout Egypt include the rationale, planning, activities and findings. Museums and collections on line displays archaeological artefacts from specific museums and gives access to relevant supplementary information. Effective searching will require time, as most links provided are listed alphabetically by institution, and the user needs to be aware of what sources may be appropriate. This could be a worthwhile teaching point for authority of information. E. Kidd

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS: Middle East – History
KEYWORDS: Archaeological sites; Egypt; Mesopotamia
PUBLISHER: The Oriental Institute, University of Chicago, USA
AUTHOR: Charles E. Jones
REVIEW DATE: 17/9/01 SCIS 1058082

Adam's multimedia tutorial

<http://hotwired.lycos.com/webmonkey/multimedia/tutorials/tutorial3.html>

Multimedia is a rapidly expanding area of computing development. This series of step by step tutorials takes the user through the processes involved in introducing multimedia to a web site, giving students a clear understanding of the components of multimedia and how they work together. Hardware and software requirements needed for producing web based multimedia are also identified. Audio, video and streaming media, and the status of multimedia on the web are explained in separate sections. Many students of the *Information Processes and Technology: Stage 6 syllabus* option strand, *Multimedia systems*, will learn from the practical hints and enjoy the humour in these tutorials. J. Bradley

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Information Processes & Technology Stage 6; Software Design & Development Stage 6; VET Information Technology Stage 6
SCIS SUBJECTS: Multimedia systems
KEYWORDS: Multimedia; audio; video
PUBLISHER: Lycos, USA
AUTHOR: Adam Powell
REVIEW DATE: 17/9/01 SCIS 1056557

ADHA – Kids stuff, main page

<http://www.adha.org/kidstuff/index.html>

In the *Personal health choices* strand of the *PDHPE: K-6 syllabus*, the *Preventative measures* outcomes encourage students to recognise that positive health choices can promote wellbeing, that reflecting on past experiences can help when making decisions, and that everyone needs to accept responsibility for personal and community health. Teachers designing programs of work around dental health issues may find this web site useful to support these outcomes. Provided are games, such as: *Visiting the dental hygienist* to discover some of the equipment that a dentist uses; and *After school treats*, which identifies foods that are better for healthy teeth. *Common questions* contains answers to enquiries from children about tooth care, and the home page provides simple explanations of the structure of teeth. G. Penn

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Teeth – Care and health
KEYWORDS: Dental; teeth
PUBLISHER: The American Dental Hygienists' Association, USA
REVIEW DATE: 17/9/01 SCIS 1056986

Adire African textiles; kente bogolan aso oke kuba African weaving

<http://www.adire.clara.net/core.htm>

Although this site is primarily designed for the purchase of fabric online, it provides a range of information about the best known types of African textiles. Those described include *Adire*, *Adinkra*, *Aso oke*, *Bogolan*, *Ewe*, *Kente*, and *Kuba* cloths. Each page gives a brief account of the origins, construction techniques, and uses of the cloth. It provides an interesting cultural variation of examples for the *Properties and performance of textiles* Preliminary component of the *Textiles and Design: Stage 6 syllabus*. Photographs showing

each of the techniques support the written descriptions. Gallery offers more detail on the origin of specific cloths and the traditional and modern techniques used in their production. About African textiles describes the traditional looms used in cloth construction and a brief Glossary of textile terms is also included. L. Harrison

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
SCIS SUBJECTS: Textile crafts; Textile design; Textile industry; Weaving
KEYWORDS: Africa; textiles
PUBLISHER: Duncan Clarke, UK
REVIEW DATE: 17/9/01 SCIS 1056229

AGL – your business and energy

http://www.agl.com.au/bus_n_eng/default.asp

A widely recognised Australian company, AGL is a supplier of natural gas, LPG and electricity to consumers, and a transporter of energy through gas and electricity networks. The company provides this well structured business site, which has direct application to the *Business Studies: Stage 6 syllabus*, Preliminary course topics, *Nature of business*, and *Key business functions*, and the HSC topic, *Business management and change*. Company vision, history, investment, and share details are useful resources for a case study. The ethical and social responsibilities of business are clearly illustrated through the Saving energy advice. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business education; Companies; Energy consumption; Energy resources
KEYWORDS: AGL; energy; power
PUBLISHER: AGL, Australia
REVIEW DATE: 17/9/01 SCIS 1050525

Ancient Egypt – Guardian's Egypt – explore ancient Egypt from the comfort of your own computer

<http://guardians.net/egypt/>

Although containing some original material, this site is primarily a comprehensive index of links, presenting many aspects of Egyptology under such headings as Pyramids, Mummies, Hieroglyphs, and Gods/goddesses. The plateau links to the web site of Dr Zahi Hawass. Other information ranges from ancient recipes to more detailed academic information in *Kings and queens*, which would be useful for the *Personalities and their times* and *Historical periods* topics of the *Ancient History: Stage 6 syllabus*. The menu also offers such topics as *Kids connection* with a range of interactive sites, and *Cyberjourney* which explores pyramids, temples and tombs. Time is required when exploring the links to verify their curriculum relevance and to locate specific information. E. Kidd

USER LEVEL: Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5;
SCIS SUBJECTS: Egypt – Civilization; Egypt – History; Egypt – Historic buildings, sites, etc
KEYWORDS: Ancient Egypt; hieroglyphs; mummies; pyramids
AUTHOR: Andrew Bayuk, USA
REVIEW DATE: 17/9/01 SCIS 1057933

The ancient Egypt site

<http://www.geocities.com/amenhotep.geo/>

More than 175 keywords listed From A-Z, used to sort the information and resources, enable quick navigation of this site. This listing is refined into categories of *Kings*, *Miscellaneous*, *People*, *Religions*, and *New & updated*. Features of the site include: an examination of *Saqqara*; an overview of hieroglyphs in *Language*; and *History*, with a timeline giving information on particular periods or kingdoms. The major sections have easy access to specific information. Maps, and images of sites and art works, add value to this useful and clearly presented site. E. Kidd

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Egypt – History – To 332 B.C.
KEYWORDS: Ancient Egypt; Hieroglyph; Saqqara
PUBLISHER: Jacques Kinnear, Belgium
REVIEW DATE: 17/9/01 SCIS 1057807

Anthony's Egyptology & archaeology

<http://www.osirisweb.com/egypt/>

At this comprehensive site, the information is easily accessed through such headings as: *Directory of ancient Egyptian sites*; *Directory of ancient Egyptian gods*; *Timeline of the great pharaohs*; and *Mummies*. These topics are well supported by appropriate graphics. Details of the *Pyramid complex at Giza* are useful for studies of Old Kingdom Egypt, as part of the *Ancient History: Stage 6 syllabus* topic, *Ancient societies*. Audio downloads are available for some topics; and *Quick information windows* provides brief details about a range of interesting basic topics. There are many links to external sites, and time would be required to determine their curriculum relevance. E. Kidd

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS: Egypt – Historic buildings, sites, etc; Egypt – History – To 332 B.C.; Egypt – Religions; Gods and goddesses
KEYWORDS: Egyptology; mummies; pyramid
PUBLISHER: Osiris Designs Ltd., USA
AUTHOR: Anthony DiPaolo
REVIEW DATE: 17/9/01 SCIS 1057820

Asia-Pacific Economic Cooperation

<http://www.apecsec.org.sg>

Comprehensive information and associated resources dealing with the Asia-Pacific Economic Cooperation (APEC) organisation, including its development, structure, policies, plans and services, are available at this site. A useful search engine locates documents within the site. *Member economies* provides an *Economy report* and *Economic indicators* for each member country. The information on laws, policies, regulations and incentives for direct foreign investment will be of great assistance in the *Global business* topic of the *Business studies: Stage 6 syllabus*, as it helps demonstrate political, legal and socio-cultural influences. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Globalisation
KEYWORDS: APEC; Asia-Pacific Economic Cooperation
PUBLISHER: APEC Secretariat, Singapore
REVIEW DATE: 17/9/01 SCIS 1050530

Astronomy and space for kids

<http://www.kidsastronomy.com/>

Easily navigated, this is an informative and entertaining site for students to learn about space. The age appropriate language, clear diagrams and graphics make it easy for students to study: the *Solar System*; *Deep space*; *Space exploration*; and the universe. There is a concise *space Dictionary*; and a *Help* function allows students to email an expert for answers to further questions they may have. *Teachers corner* contains interesting *Lesson plans* and worksheets that would support content strands for *Earth and its surroundings* outcomes of the *Science and Technology: K-6 syllabus*. Colouring pages, puzzles and video games are found in *Fun with astronomy*. R. Anderson

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Astronomy
KEYWORDS: Solar system; space; universe
PUBLISHER: KidsAstronomy.com, USA
AUTHOR: Hiram Bertoch
REVIEW DATE: 17/9/01 SCIS 1055588

Australia innovates

http://203.10.106.20/australia_innovates/

The Powerhouse Museum and the Australian Academy of Technological Sciences and Engineering have collaborated to produce this informative web site. Its three distinct sections explore: *A century of innovation*, which leads the user to a search engine, allowing easy access to information on many Australian inventions; *The edge of innovation*, which provides links to sites judged by the Museum to be particularly relevant to emerging technologies; and *The innovation cycle*, giving an easy to understand discussion on how to turn an idea into a finished product. Links to the permanent exhibitions housed at the Museum are provided. Time would be required to verify the curriculum relevance of external links. P. Thompson, R. Thompson

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
 Community Professional
KLA: ST; TAS
SYLLABUS: Agriculture Stage 6; Design & Technology 7-10; Design & Technology Stage 6; Engineering Studies Stage 6; Industrial Technology Stage 6; Science & Technology K-6; Technics 7-10; Textiles & Design Stage 6
SCIS SUBJECTS: Australia – Industries; Inventions; Technology
KEYWORDS: Engineering; innovation; science
PUBLISHER: The Powerhouse Museum, Sydney
REVIEW DATE: 17/9/01 SCIS 1051567

(Australian Competition & Consumer Commission)

<http://www.accc.gov.au/>

Covering the ethical and legal aspects of the *Marketing topic of the Business Studies: Stage 6 syllabus*, this site has plenty of research data and information About ACCC, its structure and activities, publications, media releases, speeches and resources, all easily navigated from a *Sitemap*. The site lends itself to research work with comprehensive, clearly presented information, and case examples covering such diverse topics as: *Small business responsibilities*; the *GST*; *Consumer protection*; *Product safety*; and *Compliance*

programs. The site is print based, but occasional cartoons, some striking use of colour, and a *What's new column* add appeal. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Business; Consumer education
KEYWORDS: ACCC; Australian Competition and Consumer Commission
PUBLISHER: Australian Competition and Consumer Commission
REVIEW DATE: 17/9/01 SCIS 1060714

Australian Copyright Council home page — online copyright information ACC IPR copyright intellectual property

<http://www.copyright.org.au/>

Australian material, relevant to the social and ethical issues addressed in the core strand, *Development and impact of software solutions* of the *Software Design and Development: Stage 6 syllabus* is downloadable as PDFs from this site. Information on many aspects of copyright may be accessed in *Information sheets*, with individual discussion papers, such as *Computer software & copyright*. The information is presented as a series of questions, and the answers cover the copyright laws governing the responsible use of software and the protection rights afforded software engineers under the *Copyright Act 1968*. The site also contains a simple explanation of copyright at *New to copyright* and the full text of the *Copyright Act 1968*. B. Sampford

USER LEVEL: Stage 6 Community
KLA: TAS
SYLLABUS: Design & Technology Stage 6; Industrial Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Copyright
KEYWORDS: Copyright
PUBLISHER: Australian Copyright Council
REVIEW DATE: 17/9/01 SCIS 986892

(Australian Retailers Association)

<http://www.ara.com.au>

Students seeking information on customer and buyer behaviour, and the development of market strategies by retail businesses for the *Marketing* topic of the *Business Studies: Stage 6 syllabus*, will be attracted to this site. Navigation is easiest by selecting New South Wales from the map on the home page. Practical aspects of retail business activity, and concerns such as retail loss prevention, *GST* issues, up to date retail statistics, employee relations, and Government areas of concern are then identified. Ethical and legal aspects are illustrated, such as *Bag check codes of practice* and *Refund laws*. The site includes Government submissions on issues, such as *Marketplace discrimination against women consumers in Victoria*, found under *Retail issues*. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Marketing; Retail trade
KEYWORDS: Australian Retailers Association; retail
PUBLISHER: Australian Retailers Association
REVIEW DATE: 17/9/01 SCIS 1060708

Australian Securities and Investments Commission

<http://www.asic.gov.au>

This is a useful resource for the *Government and Ethical and social responsibilities of business* content of the *Nature of business* topic of the *Business Studies: Stage 6 syllabus*. It provides an explanation of ASIC's role as a government body, jointly regulating financial services, and as the single national regulator of Australia's companies. The site is designed for business people, for whom media and information releases are presented in the form of warnings and tips to help them avoid operators of dubious integrity. Of greatest student application is the Fido consumer site, which provides warnings of consumer scams by providing examples. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Companies; Consumer protection – Law and legislation; Finance – Australia – Law and legislation; Industry and state – Australia; Investments – Law and legislation; Securities (Economics) – Law and legislation
KEYWORDS: ASIC; Australian Securities and Investments Commission
PUBLISHER: Australian Securities and Investments Commission
REVIEW DATE: 17/9/01 SCIS 1050562

(BankEducation.com.au)

<http://www.bankeducation.com.au/>

Specialising in educational materials on the role of banks in Australia, this site is of use to students of Business Studies and Commerce, but is of greatest value for the Preliminary topic, *Financial markets*, and the HSC topic, *Economic policies and management*, of the *Economics: Stage 6 syllabus*. Information includes: the regulation of financial markets; **The role of the Reserve Bank** in maintaining overall financial system stability; and monetary policy goals, implementation and impact. The site is based on the publication, *People & banks*, but goes much further, featuring excellent interviews with such notable banking experts as Prof. Ian Harper and Karen Pringle. At the time of review some parts of the site were still under construction. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6; Commerce 7-10; Economics Stage 6
SCIS SUBJECTS: Banks and banking – Australia
KEYWORDS: Australian banks; banks
PUBLISHER: Bankeducation.com.au, Australia
REVIEW DATE: 17/9/01 SCIS 1060703

BBC Online (Othello)

<http://www.bbc.co.uk/education/home/>

The results of a search on *Othello* at this Education home page of the larger BBC Online site offer a range of perspectives. One promising resource is the F. R. Leavis (AS guru...) sample answer. In part it is a carefully annotated, average student response to a generic Shakespeare question on *Othello*. While it is assessed in terms of the AS outcomes for the UK, some of these resemble HSC outcomes and some parallel judgements could be made. Subsequently listed responses resulting from the initial search,

show better answers, which use two critics in conjunction with the text. A. C. Bradley and McEvoy offer significantly different perspectives of the play and the full text of their views, as well as guides to notemaking of their views are, easily accessible. The marker's annotations provide excellent feedback about managing variant views in an essay. HSC Preliminary English students are advised to seek additional perspectives as well. Other related links from the Education section include Shakespeare's biography, and historical context and frequently asked questions on aspects of character, theme, and the language of individual plays. W. Bowie

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6: Standard; Advanced; Extension 1
SCIS SUBJECTS: Educational resources
KEYWORDS: BBC Education; Othello
PUBLISHER: BBC Education, UK
REVIEW DATE: 17/9/01 SCIS 1053912

BCA – Welcome (Business Council of Australia)

<http://www.bca.com.au/>

An opportunity is provided here to research the pressure exerted by a powerful force in policy making in Australia for the *Change and social responsibility* content of the *Business Studies: Stage 6 syllabus* topic, *Business management and change*. Details of BCA Member companies are provided through links. Teacher time would be required to verify their curriculum relevance. Concise outlines of BCA approaches to such important issues of the current global business environment as **Energy reform**, the **Greenhouse effect**, and **Workplace reform** are included. The site is worth a visit to identify BCA opinion on issues of major concern in the Australian business environment, although the topics of interest provide only the briefest of outlines. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Stage 6
SCIS SUBJECTS: Business
KEYWORDS: BCA; Business Council of Australia
PUBLISHER: Business Council of Australia
REVIEW DATE: 17/9/01 SCIS 1060719

Biz/ed

<http://bized.ac.uk/>

Company facts, featuring ten case studies, and various Learning materials related to Business studies and Economics, are contained within this site. Included are a **Virtual factory** and a **Virtual economy**. Both of these are interactive, but the economic model may be more difficult to understand because of the UK context. In addition to course notes there are worksheets, a glossary, interactive questions, hints on study skills and spreadsheet skill development. **Economic notes** cover: **Production**; **Supply and demand**; **Circular flow of income**; **International trade**; and **Economic growth**. P. Gillam

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6; Commerce 7-10; Economics Stage 6
SCIS SUBJECTS: Economic conditions; Management
KEYWORDS: Business
PUBLISHER: University of Bristol, UK
REVIEW DATE: 17/9/01 SCIS 1005261

The BOC group

<http://64.77.43.1/>

Air separation processes used to produce a range of gases are clearly described here, while **Gas products** contains information on the properties and industrial uses of a wide range of gases including **Oxygen**, **Nitrogen**, **Hydrogen**, and **The noble gases**. This is valuable secondary source materials for the *Chemistry: Stage 6 syllabus*, and relevant to identifying the industrial separation processes used on a mixture from the atmosphere in module 8.2: *The chemical Earth*. It also supports aspects of option 9.5: *Industrial chemistry*. Information on a range of processes used to purify water, pertinent to module 9.4: *Chemical monitoring and management*, can be found in **Environmental technologies**. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Chemistry Stage 6
SCIS SUBJECTS: Gases
KEYWORDS: Metals; separation processes
PUBLISHER: The BOC Group, UK
REVIEW DATE: 17/9/01 SCIS 1045689

The Body Shop Australia

<http://www.thebodyshop.com.au/>

An example of a company that takes ethical, ecological and social concerns seriously is found here. **About us** sets out the core values of: concern for people and the planet; dedication to positive social and environmental change; and striving for excellence in retailing. Strong examples of corporate responsibility to the community are clearly set out in **Reconciliation** of Indigenous and non-Indigenous Australians and in **Body image**. The **Shopping component** gives product details and offers related natural health hints. **Commitment to quality and social responsibility** feature strongly throughout and will supplement work carried out for the Preliminary course topics *Nature of business* and *Developing a business plan*; and the HSC course topics *Marketing*; and *Global business of the Business Studies: Stage 6 syllabus*. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Cosmetics industry; Retail trade
KEYWORDS: The Body Shop
PUBLISHER: The Body Shop, Australia
REVIEW DATE: 17/9/01 SCIS 1045752

BEP home (Business entry point)

<http://www.business.gov.au>

The Preliminary course topic *Establishing a business* of the *Business Studies: Stage 6 syllabus* is well resourced from this site. This Commonwealth, State, Territory, and Local Government initiative provides practical advice to potential and existing business operators. From a student point of view, the advice is sensible and informative, though the approach is dry. Information on starting, buying and managing a business is a very useful inclusion. **Case studies** are provided. Some practical advice about business registration and licensing are given; and the exporting subject matter is of some value in the HSC *Global business* topic. A search facility assists in locating topics within the site. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6

SCIS SUBJECTS: Australia – Commerce; Business – Environmental aspects; Business – Finance; Business – Taxation; Commercial law – Australia; Employment – Australia; Industrial relations
KEYWORDS: Business
PUBLISHER: Department of Employment, Workplace relations and Small Business, Australia
REVIEW DATE: 17/9/01 SCIS 1051795

CHEMTUTOR

<http://www.chemtutor.com/>

Straightforward and easily navigated, this site provides clearly written explanations, study tips and examples of basic chemistry concepts. While some sections go beyond the requirements of the *Chemistry: Stage 6 syllabus*, it contains excellent material to support all modules of this course. Good cross referencing makes it easy to find material on given topics and there are also useful sections on **Numbers and math** and **Units and measures**, with particular reference to chemistry. Some alternate arrangements of the **Periodic Table** are relevant to the Preliminary module 8.4: *Metals* and many sections provide interesting snippets of historical information. The **Stoichiometry roadmap** in **Mols, percents and stoichiometry**, and an abundance of problems with answers, are useful teaching tools. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Chemistry Stage 6
SCIS SUBJECTS: Chemistry
KEYWORDS: Acids; atomic structure; mols; periodic table; reactions; solutions
PUBLISHER: David Wilner, USA
REVIEW DATE: 17/9/01 SCIS 1045375

Clean clothes campaign Europe index site

<http://www.cleanclothes.org/>

The working conditions of employees in the textile industry throughout the world, in particular relating to sweatshops, outworkers and women, are examined at this excellent site. It presents topics such as: Nike and its policy regarding labour in Thailand; and the Fairwear Campaign. There are many photographs, detailed drawings, and graphs. **Publications** gives access to print resources including the newsletter, *CleanClothes*, containing up to date issues relating to the textiles industry. This site is most useful for the area of study, *Australian textile, clothing, footwear and allied industries*, of the *Textiles and Design: Stage 6 syllabus*. M. Timperley

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
SCIS SUBJECTS: Employment conditions; Textile industry – Social aspects
KEYWORDS: Clean clothes campaign; working conditions
PUBLISHER: Clean Clothes Campaign, Netherlands
REVIEW DATE: 17/9/01 SCIS 1056600

Color tour of Egypt

<http://www.memst.edu/egypt/egypt.html>

Users can easily access information on this collection of primarily New Kingdom archeological sites from either a listing or a **Clickable map**. The geographical and archaeological features described will be

resources

particularly useful to students concentrating on the Preliminary content area *Ancient societies*; or the HSC content area *Personalities in their times*. Preliminary course students studying *Dier-el Medina* should find the information in *The Institute of Egyptian Art and Archaeology* particularly useful. Included is an *Egyptian artifacts exhibit* containing views of objects with details of their date, location and significance to the daily life of the time. E. Kidd

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Egypt – Antiquities; Egypt – Historic buildings, sites, etc
KEYWORDS: Egypt
PUBLISHER: University of Memphis, USA
REVIEW DATE: 17/9/01 SCIS 1057927

The communications revolution, Australian Photonics CRC

<http://central.vislab.usyd.edu.au/photonics/revolution/index.html>

History of communications leads students through the history of the development of a wide range of devices such as: The telegraph; The telephone; The radio; The television; The mobile phone; The computer; and The Internet. Evolution of the technology looks at how Wire transmission, Radio transmission, optical fibres, transistors and the silicon chip were developed. Navigation is simple and terms are defined through hyperlinks. This site relates particularly to the Preliminary module 8.2: *The world communicates*, and the option *The age of silicon* of the *Physics: Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 2 Stage 3 Stage 5 Stage 6
KLA: Science; ST
SYLLABUS: Physics Stage 6; Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Electronics; Telecommunications
KEYWORDS: Communication; computers; radio; telephones
PUBLISHER: Australian Photonics Co-operative Research Centre
REVIEW DATE: 17/9/01 SCIS 1058918

Computer Associates: virus information center

<http://www.cai.com/virusinfo>

A free antivirus program for personal use is one of the benefits of this informative site. The virus information centre contains a comprehensive introduction to computer viruses, detailed advice on writing antivirus policies, and answers to common Virus FAQs, with a checklist of symptoms of virus infection. *Virus encyclopedia* discusses various types of viruses, their characteristics, and how each type affects operations. An excellent *Glossary of terms* gives well explained definitions. The site provides material to support the understanding of the social and ethical issues addressed in the HSC core strand, *Development and impact of software solutions* of the *Software Design and Development: Stage 6 syllabus* and would be of general interest to computer users. B. Sampford

USER LEVEL: Stage 6 Community Professional
KLA: TAS
SYLLABUS: Design & Technology Stage 6; Industrial Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Computer viruses
KEYWORDS: Computer virus; virus
PUBLISHER: Computer Associates International Inc., USA
REVIEW DATE: 17/9/01 SCIS 1045396

CSR Sugar

<http://www2.csr.com.au/sugar>

The extraction of refined sugar from sugar cane is an example of an industrial separation process used on a mixture from the biosphere and is relevant to Preliminary module 8.2.1: *The chemical Earth* of the *Chemistry: Stage 6 syllabus*. The process involves crystallisation, centrifuging and precipitation. *Sugar refining* describes this process and lists the properties and uses of the products. There is also material on environmental and sustainability issues. *Project material* for High school is located in *About sugar* and provides valuable secondary source material for the Preliminary course. Useful examples for studies of a specific product and industry for the *Agriculture: Stage 6 syllabus* are available. The clear outline of processes in sugar production found in *Primary school project material* could support outcome PS S2.5 from the *Science and Technology: K-6 syllabus*. B. Sampford

USER LEVEL: Stage 2 Stage 6
KLA: Science; ST; TAS
SYLLABUS: Agriculture Stage 6; Chemistry Stage 6; Science & Technology K-6
SCIS SUBJECTS: Sugar; Sugar industry – Australia
KEYWORDS: Biosphere; separation processes; sugar
PUBLISHER: Sugar Australia
REVIEW DATE: 17/9/01 SCIS 1045526

Davies Collison Cave | Davies Collison Cave Solicitors

http://www.davies.com.au/news_home.html

An authoritative description of Australian law, and test cases that have highlighted problems particular to the copyright and patent laws relating to the intellectual property of software engineers are available here. They may be found through the *Current issues* link to *Intellectual property in Internet software*. Developments to reform current law and public communication rights, in line with proposals in the World Intellectual Property Organisation (WIPO) Treaties, are discussed. FAQ and other useful background information about legal issues may be located through *Specialties* and selecting *Information sciences*. This excellent site is relevant to module 9.1.1: *Social and ethical issues* of the *Software Design and Development: Stage 6 syllabus*. B. Sampford

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Software Design & Development Stage 6
SCIS SUBJECTS: Copyright – Law and legislation; Patents – Law and legislation
KEYWORDS: Intellectual property; patents
PUBLISHER: Davies Collison Cave, Australia
REVIEW DATE: 17/9/01 SCIS 1059758

Delphi case study: Australia's Wonderland

<http://www.borland.com/about/cases/studies/ozwonder.html>

Commercial case study material to support *Application of software development approaches* module 9.1.2 of the *Software Design and Development: Stage 6 syllabus* can be difficult to find. This material, while having the clear purpose of promoting Delphi, is excellent because many students are familiar with the Space Probe Seven ride at Australia's Wonderland, and would be interested in the development of the software supporting the ride. The case study outlines the specifications, hardware and time constraints and discusses reasons for the language choice. The *Site map* contains a link to a wide range of case study material, all featuring the use of

Borland's products, and can be accessed by *Industry product* and *Region*. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Software Design & Development Stage 6
SCIS SUBJECTS: Computer programs – Design and construction
KEYWORDS: Case study; Wonderland Sydney
PUBLISHER: Borland Software Corporation, USA
REVIEW DATE: 17/9/01 SCIS 1045456

The dental zone – Eliminate bad breath, get white teeth, prevent cavities, and much more

<http://www.saveyoursmile.com/>

Information and easy to read articles on dental health issues are available at this site. Topics covered include: how to conquer a fear of dentists; why dieting may cause bad breath; why chewing sugarless gum can protect teeth; and information about toothpaste. *5 steps to a better smile* gives clear dental advice and *What's your dental I.Q.?* allows users to test their knowledge of dental care. Links to other dental web sites are provided, but time would be required to verify their curriculum relevance. With teacher guidance, Stage 2 students could use this site as a reference source when discussing the factors that influence health choices and the importance of accepting responsibility for personal health. G. Penn

USER LEVEL: Stage 2 Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
SCIS SUBJECTS: Teeth – Care and health
KEYWORDS: Healthy gums; teeth; toothpaste
PUBLISHER: Dental Zone, USA
REVIEW DATE: 17/9/01 SCIS 1056998

Economist.com | finance & economics

<http://www.economist.com/finance/index.cfm>

Teachers will find that this site provides a large amount of current information about world economic issues that can be integrated into lessons. Specific articles on Australia are rare, but various stories related to worldwide economics may impact directly on the Australian economy and could form the basis of class discussion. The *Library* allows searches of past articles by *Topics*, *Cities* or *Countries*, including Australia, and gives a broader international perspective on political, economic and social issues. Some articles are available only on subscription. P. Gillam

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Economics Stage 6
SCIS SUBJECTS: Economics
KEYWORDS: Economics; The Economist
PUBLISHER: The Economist, UK
REVIEW DATE: 17/9/01 SCIS 1052358

Egypt and art

<http://members.aol.com/egyptart/index.html>

Artist, Richard Deuer, has applied his knowledge of and interest in Ancient Egypt to create *Paintings*, *Sculptures*, and *Furnishings* that incorporate Egyptian influences. Everyday modern objects have been humorously transposed into Ancient Egypt settings in the *Time warp gallery*. Ancient Egyptian design provides

background on *Architecture*, *Fashion*, and *Decorative motives*. The comprehensive *Glossary* is located in the *Mythology gallery directory*. A collection of photographs of ancient monuments and artefacts; pictures and descriptions of the gods; and some of the most frequently used symbols are available. The simply presented information about *Hieroglyphs* could support *Information and communication outcomes* from the *Science and Technology: K-6 syllabus*. E. Kidd

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA; HSIE; ST
SYLLABUS: Creative Arts K-6; History Stages 4-5; Science & Technology K-6; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS: Art, Modern; Egypt – History – T0 332 .B. C.; Egypt in art; Mythology, Egyptian
KEYWORDS: Egyptian mythology; hieroglyphs; mummification
PUBLISHER: Richard Deuer, USA
REVIEW DATE: 17/9/01 SCIS 1058084

Egypt pyramids pharaohs hieroglyphs – Mark Millmore's ancient Egypt

<http://www.eyelid.co.uk>

Colourful, well illustrated and easy to navigate, this site provides readable, clear information. Stories of the great *Kings and queens* have timelines which identify key rulers and accomplishments of their societies. Information on Hatshepsut, Akhenaten and Ramesse II support options for the HSC topic *Personalities in their times*. *Pyramids and temples* is well illustrated and includes computer generated reconstructions and additional comments, particularly on the artistry of the culture. The diagrams and maps are useful. Photographs of the temples include many rooms and views from numerous angles. A basic description and examples of *Hieroglyphs* as used in writing and mathematics are provided. E. Kidd

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS: Egypt – Historic buildings, sites, etc.; Egypt – History; Egypt – Kings, queens and rulers; Hieroglyphics
KEYWORDS: Ancient Egypt; hieroglyphs; pyramids
AUTHOR: Mark Millmore, Great Britain
REVIEW DATE: 17/9/01 SCIS 1057949

Eleven online

<http://www.elevenonline.com.au>

Australian fashion, photography, beauty and modelling are covered by this comprehensive site. The Australian fashion pages are particularly relevant to studying contemporary designers for the area of study: *Design* from the *Textiles and Design: Stage 6 syllabus*. The site enables ready access to current designers, such as Sonya Hopkins, and their impact on Australian fashion. The site is easy to navigate with a clear index which allows users to select areas of interest, including current *Fashions*. Coverage includes: independent fashion shows; the Mercedes Australian Fashion Week; prizes such as the Smirnoff Fashion Awards; and fashion features and news. The site allows access to past fashion features and has a *Directory* of fashion contacts. V. Smith

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
SCIS SUBJECTS: Fashion; Fashion models; Photography

KEYWORDS: Beauty; clothing; fashion
PUBLISHER: Final image, Australia
REVIEW DATE: 24/9/01 SCIS 1058480

EPA – Student center

<http://www.epa.gov/students/>

Air, Water, and Waste & recycling are some of the topics accessed from the home page of this site which contains information that would support work on a range of environmental matters. Each of the principal headings is further subdivided into clearly presented factual information and interactive activities. Some of the information is US based, but much has an Australian and worldwide application, such as Acid rain and Global warming. The site contains a hypertext glossary and Dictionary and ideas for teachers to use in classrooms, including a link to the U. S. EPA environmental education centre. S. Leslie

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Professional
KLA: HSIE; Science
SYLLABUS: Geography Stages 4-5; HSIE K-6; Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Atmosphere; Recycling (Waste, etc.); Water
KEYWORDS: Air; conservation; environment; water
PUBLISHER: United States Environmental Protection Agency
REVIEW DATE: 17/9/01 SCIS 1060041

Exploratorium's cow's eye dissection

http://www.exploratorium.edu/learning_studio/cow_eye/

A series of detailed instructions with photographs on how to dissect a mammalian eye is presented at this easily navigated site. Information on the structure and function of the eye is accessible in the Cow's eye primer. This site is useful for students who are studying independently, for those who prefer not to use killed specimens, or for teachers unfamiliar with the technique. It will assist students in planning the mandatory eye dissection option 9.5, *Communication*, of the *Biology: Stage 6 syllabus*. A hypertext Glossary of terms relating to the eye is provided. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Dissection; Cattle – Anatomy; Eye
KEYWORDS: Eye
PUBLISHER: The Exploratorium, USA
REVIEW DATE: 17/9/01 SCIS 1058733

Fashion windows... fashion thru the eyes of a visual merchandiser

<http://www.fashionwindows.com>

A brief overview of many aspects of the fashion industry is provided here. It is an easy site to navigate, with categories such as: Visual merchandising; Store windows; and Fashion designers. An extensive list of international designers can be found in Fashion designers, with a brief outline of each designers' inspiration and their latest fashion range. Many photographs support the information. It would be a useful tool to create case studies on factors influencing fashion. The site is updated regularly and provides an insight into the fashion trends for next season. The information is relevant to the Design component and may serve as stimulus for the Major textiles project of the *Textiles and Design: Stage 6 syllabus*. L. Harrison

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
SCIS SUBJECTS: Clothing industry; Fashion design
KEYWORDS: Fashion; designer
PUBLISHER: Fashion Windows Inc., USA
REVIEW DATE: 17/9/01 SCIS 1056192

Fiberworld – Educational resources

<http://www.fiberworld.com/>

The excellent information on fibre science at this site will assist in researching the *Properties and performance of textiles* for the Preliminary area of study of the *Textiles and Design: Stage 6 syllabus*. The history of fibres, cellulosic and synthetic fibres, microfibre, polymers, chemical makeup, uses, Health & safety, Care/maintenance, and environmental issues are treated in detail. Tables, drawings and photographs depicting fibre manufacture and chemical structure are provided. Resource links to other sites give further research information about particular fibres, with time required to verify the curriculum relevance of these links. M. Timperley

USER LEVEL: Stage 5 Stage 6
KLA: TAS
SYLLABUS: Textiles & Design 7-10; Textiles & Design Stage 6
SCIS SUBJECTS: Fibres
KEYWORDS: Fiber; fibre
PUBLISHER: FiberSource, USA
REVIEW DATE: 17/9/01 SCIS 1056596

Focus on fiction

<http://www.eddept.wa.edu.au/cmisis/eval/fiction/>

Part of a larger site supporting curriculum in Western Australia, this section aims to promote literacy skills and an enjoyment of reading. A comprehensive list of Authors & illustrators notes user level and if they are Australian. The entries contain brief biographical information, lists of their publications, and hyperlinks to author home pages. Lists of international literature and Publisher sites and Award winners are available. The site contains a wealth of teaching ideas, including WebQuests and book raps, particularly relating to Children's Book Week winners, current and past. (See also Book raps in the Teaching and learning section of *School libraries: empowering learning* at <http://www.det.nsw.edu.au/schoollibraries/>.) Some of the information is aimed at a professional level, but much could be used directly by students. As some is linked to outside sites, teacher time would be required to verify the curriculum relevance if used directly by students. S. Leslie

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Australian literature; Authors; Books and reading; Children's literature; English literature
KEYWORDS: Authors; book week; fiction; illustrators
PUBLISHER: Curriculum Materials Information Service, Department of Education, Western Australia
REVIEW DATE: 17/9/01 SCIS 1007582

Foundation for teaching economics

<http://www.fte.org/>

Although developed to support US schools, Australian teachers will find this site useful and adaptable. For teachers provides comprehensive and interesting Lesson plans that include key terms, teaching and discussion ideas, and definitions. EFL lesson plans and overheads contain various lessons on markets and Actions of government, relating respectively to the Preliminary topics *Markets* and *Government and the economy* of the *Economics: Stage 6 syllabus*. EFLAH lesson overviews contain economic history topics, such as *Women at work*, that are relevant to the *Labour markets* topic. Practical activities in Prize winning lessons include: *Creating a student price index*; the *Bead game simulation*; and a *Lesson on demand*. P. Gillam

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Economics Stage 6
SCIS SUBJECTS: Economics – Study and teaching
KEYWORDS: Economics
PUBLISHER: Foundation for Teaching Economics, California, USA
REVIEW DATE: 17/9/01 SCIS 1052340

Galapagos Islands

<http://www.rit.edu/~rhrsbi/GalapagosPages/NewGalapagos.html>

Clear, authoritative text found at this site focuses on the evolutionary significance of the Galapagos Islands. Lavish use of quick loading graphics and assorted quotes from Charles Darwin serve as excellent support material for students studying evolution and natural selection for outcome 5.8 of the *Science Stages 4-5 syllabus*; or those in *Biology Stage 6* studying either module 8.4: *Life on Earth* or the module 9.3: *Blueprint of life*. The site provides a wealth of information about the formation and natural history of these islands. There are links to other Galapagos sites, with time required to verify their curriculum relevance. The Natural history of the Galapagos provides a detailed and well organised menu allowing students to focus on single groups of animals. B. Sampford

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Natural history – Galapagos Islands; Natural history; Natural selection
KEYWORDS: Darwin; evolution; Galapagos
PUBLISHER: Rochester Institute of Technology, NY, USA
AUTHOR: Dr. Robert H. Rothman
REVIEW DATE: 17/9/01 SCIS 1045441

Genetic engineering: a guide for kids by Tiki the penguin

<http://www.oneworld.org/penguin/genetics/home.html>

Attractive, appealing graphics and text are used at this site to invite students to explore DNA and the issues associated with it. DNA structure and replication are included with genetic engineering, genetically modified foods, and the ethical issues associated with the manipulation of DNA. Although the site does not include both sides of the issues associated with genetic engineering, it is very useful and informative. The information presented is particularly relevant to students studying genetics in relation to outcome 5.8 of the *Science: Stage 4-5 syllabus*; and it is an appropriate resource for

the module 9.3: *Blueprint of life* of the *Biology: Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: DNA; Genetic engineering
KEYWORDS: DNA; genes; genetic engineering
PUBLISHER: OneWorld, USA
REVIEW DATE: 17/9/01 SCIS 1058758

Gerber Technology – Automation systems

<http://www.gerbertechnology.com>

Although designed and directed towards the textile manufacturing industry, this site provides some useful information for students and teachers requiring up to date information relating to textiles technology and uses of textile products. This is particularly relevant to the *Textiles and Design: Stage 6 syllabus* core, *Australian textiles, clothing, footwear and allied industries*. Primarily text based, this site explains the benefits of automation in several areas of the industry. It also identifies the current role of computers in computer assisted technology, as well as CAD systems such as digitisers and plotters in the mass production of textile products. L. Harrison

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
SCIS SUBJECTS: Automation; Industrial design; Manufacturing process; Textile machinery
KEYWORDS: Manufacturing; textiles technology
PUBLISHER: Gerber Technology, USA
REVIEW DATE: 17/9/01 SCIS 1056178

Howstuffworks "How ethernet works"

<http://www.howstuffworks.com/ethernet.htm>

Clarifying many aspects of the Ethernet protocol, this mainly text based site utilises clear examples to highlight and simplify explanations and definitions. Simple analogies are used to explain relevant terms and concepts such as: CSMA/CD; Bridges and segmentations; and routers. A list of eleven topics and a search facility are available. This easily navigated, useful, and informative site is appropriate for the *Information Processes and Technology: Stage 6 syllabus* topic *Communication systems*. A Printable version of the information is provided. J. Bradley

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Information Processes & Technology Stage 6
SCIS SUBJECTS: Local area networks (Computers)
KEYWORDS: CSMA/CD; Ethernet; protocol; routers
PUBLISHER: Howstuffworks.com Inc, USA
AUTHOR: Nick Pidgeon
REVIEW DATE: 17/9/01 SCIS 1056552

"inquiry Almanack" – Spotighting simple machines

<http://www.fi.edu/qa97/spotlight3/>

Part of the Franklin Institute support for science topics, this section gives a brief explanation of six simple machines. The machines covered are the inclined plane, lever, wedge, screw, pulley and wheel. Students can easily use the basic diagrams and information found in the site to develop an understanding of the operation and purposes of these machines. Extra information links to a limited

number of outside sites that encourage students to think about each machine in a practical way. Included in these are easy to design and make Lego models, providing useful ideas for the classroom. This site would support a science unit focussing on how machines help us, and could support teaching towards the outcome PS S2.5. R. Anderson

USER LEVEL: Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Machinery; Tools
KEYWORDS: Lever; machines; pulley; screw; simple machines; wedge; wheel
PUBLISHER: Franklin Institute Science Museum, Philadelphia, USA
REVIEW DATE: 17/9/01 SCIS 1035298

IPT – SDD – VET – Computing studies

<http://www.schools.ash.org.au/cbhs/>

An excellent collection of Teaching resources and links specifically matched to various information technology courses have been assembled at this site. It contains links to pertinent documents and educational organisations and access to: searching and sorting algorithms; teaching programs; the History of computing; examination material; programming language tutorials; and examples of student projects. This is a valuable resource to support the *Software design and Development: Stage 6 syllabus* and is especially relevant to the *Planning and design of software solutions* module 9.2.2. The site is well organised and easy to navigate. B. Sampford

USER LEVEL: Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10; Information Processes and Technology Stage 6; Software Design & Development Stage 6; VET Information Technology Stage 6
SCIS SUBJECTS: Computer science
KEYWORDS: Computing; software; technology
PUBLISHER: Michael Eggenhuizen, Singapore
REVIEW DATE: 17/9/01 SCIS 1045538

KvB Institute of Technology

<http://www.kvb.edu.au>

For students interested in a career based in design, this is a vital site. It provides information on a range of courses available at the KvB Institute of Technology. It is well organised, and can be navigated easily through the various design schools. A brief overview is provided on the courses offered including their relevance to today. Of particular interest are several sample design portfolios displaying the work carried out by the students. The variety of materials used may serve as stimulus for student major works and projects. L. Harrison

USER LEVEL: Stage 6
KLA: CA; TAS; VOC ED
SYLLABUS: Design & Technology Stage 6; Textiles & Design Stage 6; Visual Arts Stage 6
SCIS SUBJECTS: Design – Study and teaching
KEYWORDS: Career; design; fashion; technology
PUBLISHER: The KvB Institute of Technology, Australia
REVIEW DATE: 17/9/01 SCIS 1060033

Lucent – International news (The transistor)

<http://www.lucent.com/minds/transistor/index.html>

Starting with the invention of radio, this site describes the important milestones in the development of the transistor. Included in the devices discussed are vacuum tubes and their impracticalities, crystals, PN junctions and solid state technologies. The site is easily navigated and uses clear explanations and simple graphics to describe the physics of each technology and how they relate to each other. Simple animations are used to demonstrate processes such as **Conductivity**. Information is relevant to Preliminary module 8.2: *The world communicates* of the *Physics: Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Physics Stage 6; Science Stages 4-5
SCIS SUBJECTS: Transistors
KEYWORDS: Transistor
PUBLISHER: Lucent Technologies, USA
REVIEW DATE: 17/9/01 SCIS 1059076

MacKiDo

<http://www.mackido.com/>

For students of the *Software Design and Development: Stage 6 syllabus*, this is an invaluable site with a wealth of authoritative information about computer **Hardware**, **Software** and programming issues. Written by a software engineer, the site is particularly relevant to module 9.2.3: *Implementation of a software solution*, with material covering: the **History** of programming languages; the development of RISC and *Java*; and the implications of these for programmers. Unashamedly opinionated, many of the articles would provide excellent material for discussion about future trends. **Product life cycle**, found under **General**, contains a detailed analysis of the problems associated with each phase of the design process. B. Sampford

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Software Design & Development Stage 6
SCIS SUBJECTS: Computer science
KEYWORDS: Computer; hardware; programming
PUBLISHER: David K. Every, USA
REVIEW DATE: 17/9/01 SCIS 1045545

Mambo

<http://www.mambo.com.au/>

Colourful and topical, with good use of graphics and colour, and interesting information, this site is easily navigated. It is a valuable tool when looking at the Australian textile industry and contemporary artists and designers. **About Mambo** gives an overview of this surf and street wear company and how it trades, including the company philosophy and profile. The Mambo designers and their designs are showcased, presenting students with a range of contemporary designers to study, allowing them to analyse the impact on contemporary Australian fashions. The site also shows current fashion lines, interactive buying options and competitions. V. Smith

USER LEVEL: Stage 6
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
SCIS SUBJECT: Clothing and dress; Fashion design; Textile design

KEYWORDS: Design; fashion
PUBLISHER: Mambo Graphics, Australia
REVIEW DATE: 17/9/01 SCIS 1058473

MHHE marketing

<http://www.mhhe.com/catalogs/irwin/marketing/>

The American case studies at this site help illustrate universal principles of product marketing. **Marketing news** has thorough summaries of current articles from *Business Week* (US) magazine, followed by detailed questions about the marketing concerns raised by each article. **Current events** provide brief examples of marketing issues. They are categorised by month and cover the last two years. Opinion and values discussion questions for students are included after each issue covered. The articles are easy to read and useful as they are designed to engage student interest. P. Gillam

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6; Commerce 7-10
SCIS SUBJECTS: Marketing
KEYWORDS: Business; marketing
PUBLISHER: The McGraw-Hill Company, USA
REVIEW DATE: 17/9/01 SCIS 1052352

Michael Greer's 20 PM actions/results

<http://www.michaelgreer.com/20-actns.htm>

Written for industry professionals, documentation of the stages in the project management life cycle are clearly set out, with the decisions that relate to each phase of the process. In developing projects for the *Software Design and Development: Stage 6 syllabus*, students are required to demonstrate a range of management techniques. This site provides a useful list of tasks, which students should be applying to their work in module 9.3: *Developing a solution package*. Particularly useful as a focus for evaluation and discussion are the **Post mortem** review questions. The relevance of project management techniques is clearly stated and provides useful links to related material. Time would be required to verify the curriculum relevance of these links. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology Stage 6; Industrial Technology Stage 6; Information Processes & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS: Project management
KEYWORDS: Project management
PUBLISHER: Michael Greer, USA
REVIEW DATE: 17/9/01 SCIS 1045665

Minerals Council of Australia website

<http://www.minerals.org.au/>

Facts on minerals provides excellent material on the mining, extraction and uses of a range of Australian minerals. It includes a clear description of the Bayer process for processing aluminium. The factsheets and links to educational and environmental information form valuable secondary source material for the *Chemistry: Stage 6 syllabus*. Information is relevant to identifying industrial separation processes used on a mixture in module 8.2: *The chemical Earth*; or to analysing the extraction process in an Australian metal refinery and the environmental impact of this extraction process in module 8.3: *Metals*. The **rock files** lists properties, uses, source and facts about ten Australian metals. Council perspectives on

Land access/Indigenous relations and **Environment** could also supplement option 9.7: *Mining and the Australian environment* of the *Earth and Environmental Science: Stage 6 syllabus*. Additional Indigenous perspectives such as consultation with the local Aboriginal community would also be required. B. Sampford

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Chemistry Stage 6
SCIS SUBJECTS: Mines and mineral resources – Australia
KEYWORDS: Metals; minerals
PUBLISHER: Minerals Council of Australia
REVIEW DATE: 17/9/01 SCIS 1045554

Mr William Shakespeare and the Internet

<http://shakespeare.palomar.edu/>

While there is a superabundance of support for serious undergraduate students and teachers on this marvellously thorough Internet index of Shakespearean studies, there is also ready access for HSC students to user friendly, self study sites and study guides on individual plays and general criticism. Each reference is sensibly organised under headings such as: **Works**; **Life and times**; **Theatre**; **Criticism**; **Educational**; and **Best sites**. The links to sites are accurately annotated and predominantly current, so teacher searching to bookmark links for students and to support their own planning is so much more effective. **Educational** is perhaps the most relevant because it links to sites designed to teach Shakespeare over the Internet and in the classroom. The cyber-guides to *Julius Caesar*, *Hamlet*, *Macbeth* and *The tempest*, for example, are a very generously complete set of teacher's notes and evidence of this index's ability to uncover the most durable and useful sites for students and teachers. Specific information about *Othello* is available. The **Site map** is a very helpful entry point. Time is required to locate desired information. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6
SCIS SUBJECTS: Shakespeare, William
KEYWORDS: Internet; Shakespeare
PUBLISHER: Terry Gray, Palomar College, USA
REVIEW DATE: 17/9/01 SCIS 1053908

NSW Department of Mineral Resources – Home

<http://www.minerals.nsw.gov.au/>

Current information on coal, metallic and industrial mineral production is available at this site under **Information for educators**, and there is a timeline within **Mining minfacts** relevant to module 8.3: *Metals of the Chemistry: Stage 6 syllabus*. **MinFacts** provide useful secondary source material for students identifying the industrial separation processes used on a mixture, in module 8.2: *The chemical Earth*. **MinFact No. 63** contains interesting information about the use of cyanides in gold processing as an example of a separation technique and one side of its environmental implications. **Geological survey of NSW** will be useful for the *Geography: Stage 6 syllabus* and for the *Earth and Environmental Science: Stage 6 syllabus*. Fact sheets investigating life on the goldfields are particularly relevant to HSIE outcome CCS3.1. **MinFact No. 84** contains excellent information on the history of mining by Aboriginal people, with particular reference to ochre and stone. Issues of Aboriginal Land Rights and the naming of specific Aboriginal language groups has been omitted. Students may need some guidance in navigating this site. B. Sampford

USER LEVEL: Stage 3 Stage 6 Professional
KLA: HSIE; Science
SYLLABUS: Aboriginal Studies Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; Geography Stage 6; HSIE K-6
SCIS SUBJECTS: Mines and mineral resources – New South Wales
KEYWORDS: Metals; minerals
PUBLISHER: NSW Department of Mineral Resources
REVIEW DATE: 17/9/01 SCIS 1045548

Oriental Institute Museum

http://www.oi.uchicago.edu/OI/MUS/OI_Museum.html

Highlights from the collections of this museum includes artefacts from Assyria, Mesopotamia, and Syria that would be useful for studies of Near East societies. The collection of Egyptian artefacts illustrates aspects of ancient Egyptian life, including religion and funerary practices. The virtual museum gives students an insight into the detail and organisation involved in displaying objects from an archaeological find. This could promote an appreciation of archaeology for Preliminary course topic *Investigating the past: history, archaeology and science of the Ancient History: Stage 6 syllabus*. Clear images accompany the detailed description of each object. E. Kidd

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS: Egypt – Antiquities
KEYWORDS: Archaeology; Book of the Dead; mummy
PUBLISHER: Oriental Institute, University of Chicago, USA
REVIEW DATE: 17/9/01 SCIS 1057942

Plague and public health in Renaissance Europe

<http://jefferson.village.virginia.edu/osheim/intro.html>

Students wishing to access primary source material on the Great Plague of 1348, particularly in relation to Florence and Pistoia, will find this a useful site. *Florence, 1348* contains information relating to the plague, the resulting deaths and the impact on the town and its inhabitants. Of particular interest are the 23 ordinances passed by the local government. *Pistoia, 1348* outlines the town's attempts at hygiene, care of the sick and disposal of the dead. Detailed descriptions of the extent of the problems have value for students, although the lack of pictorial content is a drawback. P. Myers

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5
SCIS SUBJECTS: Black death; Middle Ages – Social conditions; Public health – Europe – History
PUBLISHER: Institute for Advanced Technology in the Humanities, USA
KEYWORDS: Great Plague; Renaissance
REVIEW DATE: 17/9/01 SCIS 1048808

Do you have a great idea for a future Scan article?
 Please ring The Editor on 02 9836 7501 or email
an.McLean@det.nsw.edu.au

The plateau – Official website of Dr Zahi Howass

<http://guardians.net/hawass/index.htm>

Aspects of the *Ancient history: Stage 6 syllabus* addressed here are the Preliminary topic *Investigating the past: history, archaeology and science*; and the HSC *Ancient societies* option, *Egypt- society in the Old Kingdom Egypt, Dynasties III-VI*. With articles grouped under *Valley of the mummies* and *Sphinx & pyramids*, highly descriptive personal accounts of the processes and excitement of the many archaeological discoveries are revealed. Giza kings uses diagrams and photographs to bring to life information for the HSC topic *Historical periods*. *Recent discoveries* gives updates of current excavations. This site will help develop student understanding of archaeological issues, preservation techniques, and problems associated with conservation. J. Kempthorne, E. Kidd

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Egypt – Historic buildings, sites, etc.; Egypt – History; Excavations (Archaeology); Excavations
KEYWORDS: Pyramids; Sphinx; Zahi Hawass
PUBLISHER: Andrew Bayuk, USA
REVIEW DATE: 17/9/01 SCIS 1057964

Photonic devices, Australian photonics CRC

<http://central.vislab.usyd.edu.au/photonics/devices/index.html>

Appealing graphics and easily understood text at this comprehensive site are used to illustrate the principles involved in the operation of semiconductors. Taking the form of a tutorial, it leads students through the structure of semiconductors, uses of semiconductors, photoconductivity, electroluminescence, diodes, LEDs and optical fibres. Easily navigated, this excellent site can be used to reinforce the principles covered in lessons, or by students working independently. The information relates to module 9.4: *From ideas to implementation*, and the option 9.9: *The age of silicon, of the Physics: Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Physics Stage 6
SCIS SUBJECTS: Semiconductors
KEYWORDS: Semiconductors
PUBLISHER: Australian Photonics Co-operative Research Centre
REVIEW DATE: 17/9/01 SCIS 1058907

Polymer discovery – KCPC education resources

<http://www.kcpc.usyd.edu.au/discovery/>

Specifically written as support material for the *Chemistry: Stage 6 syllabus*, this site contains information on *Addition polymerisation*, *Condensation polymerisation*, and obtaining Ethanol from plants, with specific syllabus references to module 9.2: *Identification and production of materials*. There is also information to support option 9.5: *Industrial chemistry*. For each topic a quick overview or a more detailed *Scenic route* through the information may be chosen. The text is clear with links to an extensive glossary. *Nomenclature* underpins the study of organic chemistry. The text is enriched with references to relevant articles in current scientific periodicals. This is a very valuable site for chemistry teachers and will continue to be updated. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Chemistry Stage 6
SCIS SUBJECTS: Polymers and polymerisation
KEYWORDS: Polymerisation; polymers
PUBLISHER: Key Centre for Polymer Colloids, The University of Sydney
REVIEW DATE: 17/9/01 SCIS 1045699

Project planning

<http://www.ee.ed.ac.uk/~gerard/Management/art8.html>

The steps involved in protecting teams from people preparing project specifications, who know what they mean, but seldom say it and who never write it down (referred to in this article as "numbties"), and the steps and pitfalls in project planning, are clearly outlined in this excellent article. It would provide useful discussion material for module 9.2.2: *Planning and design of software solutions* in the *Software Design and Development: Stage 6 syllabus*. The article describes the development of specifications, task allocation, testing and review procedures. The basic planning considerations that could be summarised to form a useful checklist for students developing a group project include: recommendations to have a written focus; timeframes; and the identification of resources. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Software Design & Development Stage 6
SCIS SUBJECTS: Project management
KEYWORDS: Planning; project management
PUBLISHER: Department of Electrical Engineering, The University of Edinburgh, UK
AUTHOR: Gerard M. Blair
REVIEW DATE: 17/9/01 SCIS 1045668

Rio Tinto – Home page

<http://www.north.com.au>

Useful material, for a case study not often used by students, is provided by this Melbourne based, diversified mining company. Materials relate to vision, strategy, operations and company structure as required for the Preliminary course topics *Nature of business* and *Key business functions*; and the HSC course topic *Business management and change*. The site is clearly set out and user friendly. A useful treatment of business responsibility is illustrated in *Community and environment*. This company places an emphasis on environmental factors because of its involvement in mining and wood fibre operations. The information here could help address information needed for studying change and social responsibility. N. McFayden

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Mines and mineral resources
KEYWORDS: North Limited
PUBLISHER: North Limited, Australia
REVIEW DATE: 17/9/01 SCIS 1050975

SCIS Reviewing Team

DET classroom teachers with expertise in any of the new HSC syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: Colleen.Foley@det.nsw.edu.au

Roman numerals 101

<http://www.cod.edu/people/faculty/lawrence/romans00.htm>

Roman numerals from I to M are introduced on this simply presented web site. Larger numbers, to ten thousand, are mentioned but not explored. The problem of zero is raised but not discussed. Users can *Try a game*; interactively practise using Roman numerals; and identify some modern uses for Roman numerals. Navigation is easy, though student users may become lost if they stray outside the frames. Still under development, the site requests comments and suggestions for additional features. Roman numerals are not addressed within the *Mathematics K-6 syllabus*, but this site would be useful support for extension activities. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: Mathematics
SCIS SUBJECTS: Counting; Numerals
KEYWORDS: Numbers; Roman numerals
PUBLISHER: Oliver Lawrence, USA
REVIEW DATE: 17/9/01 SCIS 1049190

Shakespeare's Globe Theatre

<http://www.rdg.ac.uk/globe/>

The home page of this excellent site leads directly to three key sections. *Shakespeare's Globe* contains written and pictorial examples of archaeological, historical, architectural, and cultural evidence used to plan and build a functioning reconstruction of the original Globe Theatre. *Research* includes interesting articles on Shakespeare and the Globe, Tudor theatrical traditions (including costume making), and staging at the Globe. It is *The new Globe* that provides the most interesting material. A *QuickTime* virtual panoramic tour of the reconstructed theatre gives students an exciting view of this national icon. A still photographic tour of the working theatre and *Frons Scenae* adds significantly to their understanding of its role in the plays. Embedded links in the accompanying text connect these to the abundance of textual and visual information carefully organised in the other sections of this site. W. Bowie

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6: *Advanced; Extension 1*
SCIS SUBJECTS: Globe Theatre (London); Shakespeare, William - Stage history; Theatres - Conservation and restoration
KEYWORDS: Globe Theatre; Shakespeare
PUBLISHER: University of Reading, UK
REVIEW DATE: 17/9/01 SCIS 1053896

Spaceports (Flossies)

<http://mir.spaceports.com/~flossies/>

Activities for the *Personal health choices* strand of the *PDHPE: K-6 syllabus* can include creating advertisements for dental care and listing or drawing ways of keeping teeth clean, such as using dental floss. Flossie's pages contain dental health related graphics, clip art, pictures, animations, art and drawings that may be used in classroom activities, and non commercial web pages. Many of these graphics were gathered from the web and it is believed that only public domain and copyright free images have been collated here. Graphics on this site must be copied to the computer's hard drive before use. G. Penn

resources

USER LEVEL: Stage 1 Stage 2 Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Clip art; Teeth
KEYWORDS: Brushing; tooth fairies; tooth
PUBLISHER: Flossie, USA
REVIEW DATE: 17/9/01 SCIS 1056993

Spottydog's project management consultancy

<http://www.spottydog.u-net.com/>

Project management techniques are integral concerns for the *Software Design and Development: Stage 6 syllabus* and this site gives sound general advice for groups that are developing projects. A useful exercise would be to compare the project life cycle shown here with the structured life cycle in the *Application of software development approaches* module 9.1.2. Students are often in a rush to begin coding, and this site emphasises the importance of thinking through all stages of the cycle in devising software solutions and maximising productivity. The articles emphasise the importance of teamwork and provide useful advice about building teamwork skills and dealing with conflict arising in the planning process. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Software Design & Development Stage 6
SCIS SUBJECTS: Project management
KEYWORDS: Project management
PUBLISHER: CEPM Project Management Consultants, UK
AUTHOR: Chris Everett
REVIEW DATE: 17/9/01 SCIS 1045675

Tallpoppies: Florey

<http://www.tallpoppies.net.au/florey/>

Many aspects of the life and times of the Australian scientist, Howard Florey, the developer of penicillin as an antibiotic, can be researched from this site. His early life and education, the times in which he lived, the discovery of Penicillin and how Florey developed it as an antibiotic are covered. A general Story of antibiotics is also included. This excellent site is relevant to the module 9.4: *The search for better health* of the *Biology: Stage 6 syllabus*. Explorer or Researcher determine the depth at which the information may be read and internal links within the Tall poppies campaign site include other Australian scientists such as Sir MacFarlane Burnett. J. Morgan

USER LEVEL: Stage 3 Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Biology Stage 6; HSIE K-6; Science Stages 4-5
SCIS SUBJECTS: Florey, Howard Walter; Pathology – Biography; Penicillin – History
KEYWORDS: Antibiotics; Florey; penicillin
PUBLISHER: Australian Institute of Polical Science
REVIEW DATE: 17/9/01 SCIS 1058752

TechWeb: The business technology network

<http://www.techweb.com/encyclopedia/home>

The rapidly changing nature of information technology can make it difficult to stay abreast of the current terminology. This site

provides easy access to explanations of concepts as it contains some 20,000 up to date, clearly expressed and detailed definitions of computer terms and concepts. Terms are cross referenced, with many entries including tables, diagrams and pictures to increase understanding. The list of definitions is searchable and closest matches and partial matches are also displayed. A list of the Top ten terms is displayed on the home page. J. Bradley

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Computing Studies Years 7-10; Information Processes & Technology Stage 6; Software Design & Development Stage 6; VET Information Technology Stage 6
SCIS SUBJECTS: Computers – Encyclopaedias; Information technology - Encyclopaedias
KEYWORDS: Computer language; IT
PUBLISHER: The Computer Language Company Inc., USA
REVIEW DATE: 17/9/01 SCIS 1056546

TenStep project management methodology

<http://www.tenstep.com/>

The project management methodology described here provides a detailed framework for effectively managing both small and large projects. It supports one of the objectives of the *Software Design and Development: Stage 6 syllabus* of developing management skills appropriate to the design and development of software solutions. The information forms a valuable framework for discussing the project management techniques students will use in module 9.3: *Developing a solution package*. The site is well mapped and easy to navigate, with a useful Glossary of terms and links to other project management resources. Time would be required to verify the curriculum relevance of these links. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Software Design & Development Stage 6
SCIS SUBJECTS: Project management
KEYWORDS: Project management
PUBLISHER: Tom Mochal, USA
REVIEW DATE: 17/9/01 SCIS 1045678

Transistorised! The history of the invention of the transistor – Home page

<http://www.pbs.org/transistor/>

The science behind the development of the transistor is presented in this site, which uses simple explanations and attractive graphics to illustrate the major concepts. The important milestones in the history of the transistor that are discussed include: Vacuum tubes; Semiconductors; Diodes; transistors; and chips. The contributions of a range of scientists involved in this field are described, including Alexander Bell, Lee De Forest and Bill Shockley. Contributions of various companies such as AT&T, the Bell Laboratory and Sony are also included. This excellent site relates the Preliminary module 8.2: *The world communicates* and the option *The age of silicon* of the *Physics: Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Physics Stage 6
SCIS SUBJECTS: Diodes; Microprocessors; Transistors
KEYWORDS: Diodes; semiconductors; silicon chips; transistors
PUBLISHER: ScienCentral, Inc, USA
REVIEW DATE: 17/9/01 SCIS 1058927

Undergraduate guide to critical theory

<http://omni.cc.purdue.edu/~felluga/theory.html>

HSC students in need of a clear, comprehensive and navigable introduction to the range of critical perspectives they could encounter in their study of literature, and consideration of criticism, will find this site particularly useful. Theories covered include: New historicism; Cultural materialism; Feminism, and Psychoanalysis. Each critical perspective is carefully discussed with secondary and undergraduate students firmly in mind, and aims to be accessible; particularly in the explanatory notes, glossaries of terminology, and example texts. Useful links support further study, but time would be required to verify the curriculum relevance of these. Navigation is easy and the content comprehensive. This site provides interesting support for students studying both the *Extension 1* course and *Advanced* course electives of the *English: Stage 6 syllabus*. W. Bowie

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Advanced; Extension 1*
SCIS SUBJECTS: Criticism
KEYWORDS: Critical theory; literary criticism
PUBLISHER: Dino Felluga, English Dept., Purdue University, USA
REVIEW DATE: 17/9/01 SCIS 1053890

U.S. EPA explorers club

<http://www.epa.gov/kids/>

Well designed and easily navigated, this web site is ideal for both teachers and students who are interested in the environment. A colourful cartoon navigation page provides clear links to: **Plants & animals**; **Air**; **Water**; **Garbage & recycling**; and **You & the environment**. Colouring activities, science experiments and web based games are appropriate. Topics such as **Global warming** have easily understood explanations and can be accessed from a number of points within the site. Many of the simple tasks could be reproduced for whole class activities. S. Taylor

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Atmosphere; Environmental protection; Pollution; Water
KEYWORDS: Environment; recycling, water
PUBLISHER: United States Environmental Protection Agency
REVIEW DATE: 17/9/01 SCIS 1042316

UNSW – COFA – School of art

<http://www.art.cofa.unsw.edu.au/default.html>

Useful for researching and prospective students and professionals, this site covers all aspects of The College of Fine Arts. **School and program info** includes course descriptions. Information about the college's galleries and exhibitions is provided. In the virtual **Student gallery**, many examples of student work include personal abstracts that describe their works and background ideas and may be of use for the Visual Arts Process Diary of the *Visual Arts: Stage 6 syllabus*. The **Short courses** for both students and staff offered by the college could assist with information and skills. Details of the various **Research seminars** being conducted at the college are also available. A. Whyte

USER LEVEL: Stage 6 Community Professional
KLA: CA

SYLLABUS: Visual Arts Stage 6
SCIS SUBJECTS: Arts – Study and teaching
KEYWORDS: Fine arts
PUBLISHER: University Of New South Wales
REVIEW DATE: 17/9/01 SCIS 1055520

Welcome to the Akhet-Aten home page!

<http://kate.stange.com/egypt>

Extremely valuable for those studying the Amarna period or the personality, Akhenaten, in the *Ancient History: Stage 6 syllabus* HSC topic *Personalities in their times*, this site is easily navigated and attractively presented. It is best approached from its **Sitemap**, which outlines the topics covered, or through the **Glossary**. Excellent source materials, such as the **Hymn to Aten** and **Excavations & archaeology**, with details of Amarna, are provided and discussed. The user should be aware that the site also includes some of the more controversial theories relating to the period, which could be distracting if treated uncritically. External links will require exploration time to determine their curriculum relevance. E. Kidd, P. Myers

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Akhenaten – King of Egypt; Egypt – History – To 332 B.C.; Nefertiti
KEYWORDS: Akhenaten; Aten; Nefertiti
AUTHOR: Kate Stange, USA
REVIEW DATE: 17/9/01 SCIS 1057802

Welcome to EnviroArts: Orion online

<http://arts.envirolink.org/>

The information and writings on environmental themes at this site are based on examples from North America, but they have global relevance. There are essays and letters related to protests and projects in **Arts and activism**; poetry and literary essays in **Literary arts**; visual images from photographers and painters in **Visual arts**; teaching ideas and lessons in **Arts and education**; and **Interviews and conversations** with those committed to the environment. Each of these sections may provide stimulus to meaningful inclusion of environmental themes in artworks and personal writings. A. Whyte

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS: Environment in art
KEYWORDS: Activism; environmental; protests
PUBLISHER: The EnviroLink Network, USA
REVIEW DATE: 17/9/01 SCIS 1055615

Welcome to the ACTU worksite 2000

<http://www.worksite.actu.asn.au>

Specifically designed for secondary students, this site is particularly relevant for the *Employment relations* topic of the *Business Studies: Stage 6 syllabus*. This useful resource provides fairly objective documentation, and an explanation and analysis of the Australian world of work. **Assignment help** provides an alphabetical listing of topics which include profiles of many Australian industrial disputes; **Factsheets** provides examples of landmark cases, which changed the Australian workplace since the 1850s; and some worthwhile and easily accessed teaching resources are available in **Class activity sheets**. With its treatment of **Personality profiles** and **In the news**;

and the Glossary, the topic is very well resourced. N. McFayden

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; VOC ED
SYLLABUS: Business Studies Stage 6; CEC Work Studies; Commerce 7-10
SCIS SUBJECTS: Employment conditions; Trade unions – Australia; Work
KEYWORDS: ACTU
PUBLISHER: ACTU, Australia
REVIEW DATE: 17/9/01 SCIS 1050512

Welcome to the Home Sewing Association

<http://www.sewing.org/>

Textile and Design students will find an abundance of relevant information at this informative site. It includes current information on: fibres; fabrics; sewing technologies, such as how to do seams and how to select sewing machine needles; the chance to order educational materials and obtain monthly projects including patterns that can be printed from the site; inspirational sewing ideas and tips; and future trends. Users can register with the Home Sewing Association and receive email when the site is updated. Students will obtain a better understanding of textiles and their uses from this site which can also be used as an inspiration for the *Major textiles project* of the *Textiles and Design: Stage 6 syllabus*. M. Timperley

USER LEVEL: Stage 5 Stage 6 Community Professional
KLA: TAS
SYLLABUS: Textiles & Design 7-10; Textiles & Design Stage 6
SCIS SUBJECTS: Sewing
KEYWORDS: Sewing
PUBLISHER: Home Sewing Association, USA
REVIEW DATE: 17/9/01 SCIS 1056594

Welcome to ThingsAsian

<http://www.thingsasian.com/>

Aspects of the culture, art, geography and history of Burma, Cambodia, Hong Kong, Indonesia, Laos, Macau, Malaysia, Singapore, Thailand and Vietnam, are shown in the topics covered

at this site. **Stories**, ranging from traveller's anecdotes to traditional tales, are indexed by destination, contributor and topic. Included in **For kids** are four simple illustrated folk stories. The collections of **Photo essays** by destination supply an insight into Asian cultural and geographic features; and the examples of artworks in various media in **Gallery** may give inspiration to student work. Navigation of this site is easy with the help of an internal search engine and clearly displayed options. S. Leslie

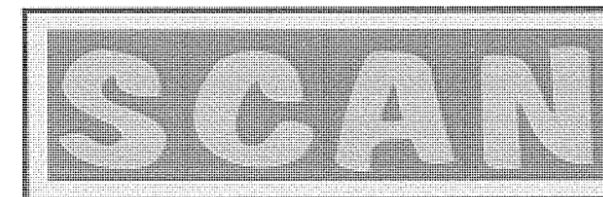
USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: CA; English; HSIE
SYLLABUS: Asian Social Studies 7-10; Creative Arts K-6; English K-6; HSIE K-6; Visual Arts 7-10
SCIS SUBJECTS: Asia
KEYWORDS: Asia
PUBLISHER: Global Directions, Inc., USA
REVIEW DATE: 17/9/01 SCIS 1058619

Welcome to virtual age – Dating

<http://vcourseware4.calstatela.edu/VirtualDating/>

How geologists and archeologists determine the ages of rocks, fossils and ancient artefacts is explained at this site. **Virtual dating isochron** explains the principles involved in radioactive dating and includes some examples. **Virtual dating radiocarbon** explains the dating of fossils using carbon-14. Multiple choice tests are provided and students can print out a certificate when each activity has been successfully completed. This excellent site is relevant to outcome 5.9 of the *Science: Stages 4-5 syllabus* and to Preliminary topic, *Dynamic Earth*, of the *Earth and Environmental Science: Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Earth & Environmental Science Stage 6; Science Stages 4-5
SCIS SUBJECTS: Geology; Radiocarbon dating
KEYWORDS: Geologic time; radiocarbon
PUBLISHER: California State University, USA
REVIEW DATE: 17/9/01 SCIS 1058738



Do you have a great idea for a future **Scan** article?
 Please ring The Editor on 02 9886 7501 or email
ian.McLean@det.nsw.edu.au

Literacy resources

The NSW Literacy and Numeracy Plan underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. Scan has already published reviews of a range of resources, including some Internet sites, to support literacy. In this issue, we highlight further resources in keeping with initiatives in this area. Some of these resources would need to be considered carefully before buying. Our reviewers include literacy experts to give an accurate appraisal of resources and how they might support the NSW Literacy and Numeracy Plan.

arguments and models to support literacy learning through play. Based on a combination of theories of literacy as social practice, the authors describe settings where a literacy rich environment is developed through play. Some of these practices also apply to older primary students. There are numerous examples to illustrate successful programs. Two features appreciated are the brief explanations of the key literacy theories used since the 1950s and the rationale for, and management of, student portfolios. I. Kolder-Wicks

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6
 Paper \$27.00 SCIS 1042304

Sparklers. Five [series]

Blake Education, 2001

Students are provided with predictable chapter books, and teachers with support strategies, in the *Teaching guide*, in this series. Each narrative stands alone, with *Isabella*, the benchmark story, intended for whole class reading. Teachers might select these titles as part of a wider range of reading, with the knowledge that students are clocking up some reading mileage. This series is recommended for independent group work. As the books would not present sufficient challenge for students to achieve Stage 2 outcomes, they would be unsuitable for guided reading. I. Kolder-Wicks

USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K-6
 Paper \$9.35 each, \$29.95 Teaching guide

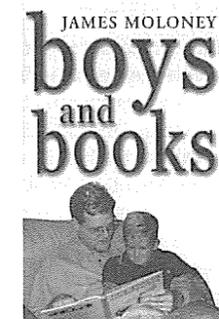
Titles in this series include:

Isabella SCIS 1036781
Marcus the Mighty SCIS 1036775
To rob a dragon SCIS 1036776
Walking on water SCIS 1036693
Sparklers 5. Teaching guide SCIS 1036786

MOLONEY, James

Boys and books: building a culture of reading around our boys

ABC Books, 2000
 ISBN 0733308465 [028.55]



The increasingly topical subject of boys and literacy is discussed in this book. The author draws on his background as a teacher, teacher-librarian, writer and father to explore why many boys reject books and reading. The book covers reasons why some boys don't read, the vital role of parents, particularly in the pre school years, and strategies to encourage boys, who are reluctant readers, to read. Of particular interest to teachers is a bibliography of recommended books for boys from pre school through to secondary school age. The style is accessible and engaging and should interest a wide audience. Based mainly on his own experience however, the author only briefly discusses the range of theoretical approaches and the growing body of academic research on this topic. J. Barker

USER LEVEL: Community Professional
 Paper \$16.95 SCIS 1023498

BEECHER, Bronwyn & ARTHUR, Leonie

Play and literacy in children's worlds

Primary English Teaching Association, 2001
 ISBN 1875622403 [428]

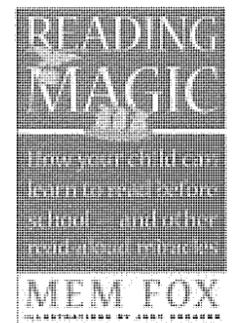
Is play a strategy for engaging young learners in literate behaviours? According to the authors, play is a meaningful educational tool because children take it seriously. This book presents powerful

FOX, Mem

Reading magic: how your child can learn to read before school and other read-aloud miracles

Pan, 2001
 ISBN 0330362828 [649]

Young children who come to school with extensive book experiences become readers captivated by stories, expecting to read and write from their first day in the classroom. The uplifting message of hope for parents and teachers is a recipe for a more literate world. Written in a relaxed style, the rationale and process of reading aloud to children are explained and exemplified in fine detail. Having spent some months on the best seller lists, this book may be familiar to many parents and hopefully, community networks may continue to spread the valuable messages which maximize the potential of the preschool years, to even more families. I. Kolder-Wicks



USER LEVEL: Community Professional
KLA: English
SYLLABUS: English K-6
 Paper \$14.95 SCIS 1047230

LOVELL, Gillian

Between the lines: developing critical literacy

Heinemann, 1999 [808]
ISBN 0864624158

A social view of language, with a focus on the effect of text, is one feature of the English 7-10 syllabus. With a clear knowledge of the field, this author anticipates the curriculum demands well and provides teachers with an imaginative resource to design quality programs. There is a considered balance between traditional texts and the popular genres of this age. Teachers will find the themes motivating as they can mix and match accessible school resources with the excellent ideas provided in the text. Students complete thoughtfully planned tasks which develop a multi skilled approach to critical literacy. The paradigm is valuable preparation for Stage 6. I. Kolder-Wicks

USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7-10
Paper \$19.95 SCIS 978970

Numeracy resources

The NSW Literacy and Numeracy Plan underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. Scan has already published reviews of a range of resources, including some Internet sites, to support numeracy. In this issue, we highlight further resources to support numeracy, in keeping with initiatives in this area. Our reviewers include numeracy experts to give an accurate appraisal of resources.

WATTS, Claire

Action maths

Two-Can, 2000 (Aust. release 2001) [510]
ISBN 1854346954

Mathematics and craft activities have always gone hand in hand but here the link is explicit. Whilst this book of craft ideas includes mainly links to the *Space* and *Measurement* strands of *Mathematics K-6 syllabus*, the games designed in the last section offer some novel ideas for reinforcing number sense. Patterning is a key concept throughout the sections. Many of the ideas portrayed are not new to teachers, but the clear instructions and sharp, colourful illustrations add to the general appeal of this worthwhile book. L. Hunter

USER LEVEL: Community Professional
KLA: Mathematics
SYLLABUS: Mathematics K-6
\$24.95 SCIS 1041842

Excel @ Mathematics [computer software]

Knowledge Adventure, 2000 [510.76]
ISBN 1581894627

A very comprehensive range of mathematical content is offered in this set of four CD-ROMs. Topics include many of those in secondary mathematics syllabuses and also many go beyond the prescribed content areas. Algebra, geometry, trigonometry statistics and calculus are covered in detail. Students are able to answer questions in a diagnostic test prior to accessing an enormous number of textbook style exercises for drill and practice of concepts. Each topic offers a tutorial, which in some cases makes use of colour and animation to enhance understanding, but in others is little more than a definition. Some terminology and conventions used by American educators could confuse students; teachers would need to offer guidance where these are unacceptable in NSW examinations. The self designed tutoring system proposed by the developers would need to be adjusted for NSW students. With this assistance, the resource could support student consolidation of many mathematical concepts. L. Hunter

Minimum requirements
Macintosh: 7.6.1; 32MB RAM with 12MB free
Windows 95: 32MB RAM

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Mathematics
SYLLABUS: Mathematics 7-8; Mathematics 9-10:
General; Intermediate; Advanced
\$69.95 SCIS 1045293

Math blaster. Ages 6-7 [computer software]

Knowledge Adventure, 2000 [513.2076]
ISBN 1581894406

Students wanting to hone their mathematical skills through drill and practice may find this CD-ROM useful. Choosing from a range of activities, students can consolidate their skills in number, measurement and patterning. Most activities are appropriate for the *Mathematics K-6 syllabus* but teachers needs to make careful selections. Numeral recognition, addition, subtraction and time are well supported by these games. Unfamiliarity with American coins makes the money section inaccessible for Australian students. Some areas lack clarity in the instructional sequence and others will provide a challenge for the recommended age group. Students are motivated to complete a range of activities to collect sufficient rewards for playing a game. A record sheet can be maintained allowing for monitoring of student progress. With appropriate classroom management, this resource could support student consolidation of some mathematical concepts. L. Hunter

Minimum requirements
Macintosh: 7.6.1; 12MB RAM
Windows 95/98: 32MB RAM

USER LEVEL: Stage 1 Stage 2
KLA: Mathematics
SYLLABUS: Mathematics K-6
\$49.95 SCIS 1028640

Other titles in this series include:
Math blaster. Ages 7-8 [computer software] SCIS 1039986
Math blaster. Ages 8-9 [computer software] SCIS 1039988

All prices in the availability statement include GST

Picture books

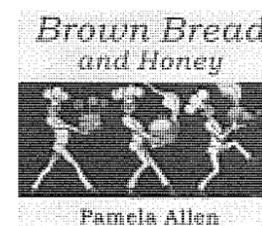
Picture books are arranged alphabetically by author. Some books in this section are non fiction or have relevance to a particular KLA.

ALLEN, Pamela

Brown bread and honey

Penguin Books Australia, 2001 (Viking)
ISBN 0670896853

From this popular author is a lively story of a greedy, indulgent king who learns a few lessons from his stable boy about the simpler things in life. After a particularly excessive session at the dinner table, which leads to a round of eating binges, the king realises he is not enjoying life.



Readers follow the king as he becomes annoyed with everyone around him, as he blames others for his own excesses. The language choices are excellent and uncompromising, with alliterations for young readers to play with. The expressive illustrations add richness and humour to the story. S. Bremner

USER LEVEL: Early Stage 1 Stage 1
\$23.00 SCIS 1043185

AZAR, Penny

Encore! Encore!

Scholastic Australia, 2001 (A Margaret Hamilton Book)
ISBN 1876289457

Miss Fine's Music and Dance Academy features in this picture book, which tells the story of children who have lessons there during the week. On Saturdays they all come together to practise for the End-of-Year Spectacular. Simple text, with alliteration and repetition will appeal to young students. The detailed, colour illustrations capture the feeling of anticipation as the rehearsals build and opening night approaches. A variety of tuned and untuned musical instruments are featured and named. This story, with its vibrant characters, provides many opportunities for discussion about dance, music and preparation for a performance. K. Wheeler

USER LEVEL: Early Stage 1 Stage 1
\$24.00 SCIS 1035991

BUTLER, John

Pi-shu: the little panda

Orchard, 2001
ISBN 1841217476

The growth of a baby panda is the focus of this appealing picture book, which is a moving account of the life of pandas in the wild. Much information about the habitat, diet, life and environmental threats to pandas is provided within this simple story. Full page,

delicately coloured illustrations frame the text, and provide careful detail of the animals and their surroundings. This reassuring story about a baby and mother delivers a powerful, understated conservation message. It can be read at two levels and appreciated by very young readers. J. Buckley

USER LEVEL: Stage 1 Stage 2
\$28.95 SCIS 1041359

CATTELL, James & DAVIDSON, Dorelle

Albman's quest

Lothian, 2001
ISBN 0734401663

Which came first, the chicken or the egg? In this picture book, eggs have an existence of their own, quite separate from the life cycle of birds. The protagonist's quest follows a familiar structure, but the plot elements are not well connected. A dreamlike confusion about time and place characterises the story. The egg is used more as a decorative motif, rather than as a symbol, and the bird character's relationship with the Albman is unclear. The antique style frames and borders, the intricate cover design, and Catell's illustrations of bizarre cutlery creatures, evoke conventions of the quest novel. This book could stimulate class discussion, but may engender confusion in young readers. W. Smith

USER LEVEL: Stage 2 Stage 3
\$24.95 SCIS 1039546

CREW, Gary & McBRIDE, Marc

The kraken

Lothian, 2001
ISBN 0734401825

Visually stunning, this picture book contains vibrant illustrations in predominately deep shades of blue, reflecting its emphasis on the sea. Antonia and her brother Christopher, sit at the end of a jetty. Although he is blind, Christopher knows that there is no physical reason for this and is convinced that if he could just touch the moon his sight would be restored. Beneath the jetty lurks a kraken and, as the children set off in a pearl shell boat of Christopher's imagining, the kraken rises from the water and changes form. It visits the mother and father, attempting to convince them that their children are lost. Written in strong, emotive prose, this is a fantasy not to be missed. J. Eade



USER LEVEL: Stage 2 Stage 3 Stage 4
\$24.95 SCIS 1040689

ELLIOT, David

Sydney and the whalebird

Random House Australia, 2001
ISBN 174051730X

Energetic and creative Sydney, a crested penguin, is the unlikely protagonist of this whimsical fantasy, set on an island in the southern ocean. The arrival of spring sees anthropomorphically portrayed birds and marine mammals preparing nests. Sydney

eschews this laborious task in favour of inventive construction of a nest building machine. When this device fails, endangering the life of his friend, Bill the whale, the whole island community must work frantically together to save him. Authorial sympathy lies with Sydney, but the penguin's enthusiasm results in costly problems which his friends and neighbours must help to resolve. This attractively drawn picture book offers rich material for classroom discussions about personal responsibility and community effort. W. Smith

USER LEVEL: Stage 1 Stage 2
\$24.95 SCIS 1037469

FLEMING, Garry

Eye spy: who am I?

Borghesi & Adam, 2001 [597.95]
ISBN 0957740352

Striking colour illustrations, stretching across a double page, are the feature of this information picture book. Images of the world's more colourful animals and birds are rendered in the style of photorealism, and often stacked across each other to give a busy collage effect. A verse like riddle is asked, although stating the answer is not an important factor in the enjoyment or understanding of the book. Enlightened by the clues, keen eyed viewers can reread the book to spot earlier appearances by the camouflaging chameleon. Brief facts about this bizarre lizard are presented on the final page. This book is an invaluable springboard for introducing animal attributes and adaptation to students. I. McLean

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
Paper \$14.95 SCIS 1042868

GORBACHEV, Valeri

Goldilocks and the three bears

North-South Books, 2001 (A Cheshire Studio book)
ISBN 0735814384

The soft hues and details of the pen and colour wash illustrations featured in this picture book, which retells a classic fairytale, have a homely, folktale feel. Considering the oral tradition from which this story comes, the signature of this version is that the evidence, which leads the father and mother bear to exclaim that their porridge, chairs and beds have been tampered with, is spelt out for the reader or listener. Whilst this adds to the repetition of the revelation scenes in the story, it could also be considered a little prescriptive in book form. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1044129

JANOWITZ, Tama & DOCKRAY, Tracy

Hear that?

SeaStar, 2001
ISBN 1587170744

The clever combination of bold, brassy text, and bright, comical illustrations work here to inject humour into the familiar theme of things that go bump in the night. This picture book will certainly find its audience with young children who love guessing games and will enjoy the suspense of gradually discovering the source of the mystery sounds. The family is traditional with the father arriving home from work and the mother staying at home with the child. Some of the American vocabulary may need explanation, but

the situations and characters are self explanatory. The story is well paced and delivers a satisfying, punchy ending. S. B. Taylor

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1043347

LEE, Chinlun

The very kind rich lady and her one hundred dogs

Walker, 2001
ISBN 0744575435

The pencilled dedication in this delightful picture book is for Fu-Ling, a real "very kind rich lady" who obviously inspired the story. The author asks the reader to imagine what it would be like to name, feed and care for 100 assorted stray dogs. As the deceptively simple story develops, all 100 canine characters are gradually introduced. Breeds and temperaments are often characterised by the animals' names, and there are many opportunities to discuss interpretations with students. This book would also be a useful stimulus for class discussions about caring for living things, identifying needs, and determining the ways in which these needs are met. G. Penn

USER LEVEL: Early Stage 1 Stage 1
\$27.95 SCIS 1043722

L'ENGLE, Madeleine & DAVENIER, Christine

The other dog

SeaStar, 2001
ISBN 158717040X

Touche L'Engle-Franklin, the poodle, is centre of the household, and also the narrator of this picture book about the emotions involved in bringing a new baby into a family. Through the dog's perspective the new baby (the other dog) is seen as an interloper. Eventually the dog adjusts to the baby, and emotions settle. The central device of this work, the dog as commentator on life, is of limited success in capturing the delicate emotional balances of this stage in family life. Young readers may not identify clearly with the dog. Watercolour illustrations with fine, energetic line give bounce and life to the canine star of this work. J. Buckley

USER LEVEL: Stage 1 Stage 2
\$24.95 SCIS 1043357

LODGE, Katherine

Eugene the plane-spotter

Bloomsbury Children's, 2001
ISBN 0747550824

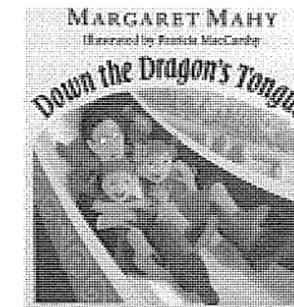
A small boy's passion for planes is explored in this cheerful picture book. Bright, faux naif illustrations show Eugene on his journey around the world, although his enthusiasm for aeroplane spotting limits his observations. A potentially exciting idea is hampered by the drawings of stiff and immobile characters awkwardly positioned in the landscapes of cliched destinations. The endpapers show a simple map of Eugene's journey. Students could be guided to identify the subjects of his holiday photographs, as several show places not mentioned in the text or map. Of appeal to young plane enthusiasts prepared to overlook the book's limitations, it could also be of use in a classroom study of transport systems. W. Smith

USER LEVEL: Stage 1 Stage 2
\$24.95 SCIS 1043732

MAHY, Margaret & MACCARTHY, Patricia

Down the dragon's tongue

HarperCollins, 2001
ISBN 0732270529



Mr Prospero is a very formal man. He appears to meet his work deadlines very neatly and thinks he would like the same sort of order in his home life. When Mrs Prospero asks for a bit of quiet time alone, the two children teach their father the joys of loosening his tie, literally and metaphorically.

The twins are successful at something that their father has never tried, and he is nervous about taking on the playground challenge that his children approach with such excitement. This simple, colourfully illustrated story is very readable, with some effective literal imagery, as it attempts to challenge the perception of the executive father. S. Bremner

USER LEVEL: Stage 1 Stage 2
Paper \$12.95 SCIS 1037392

MASUREL, Claire & KOLAR, Bob

A cat and a dog

North-South, 2001
ISBN 155858949X

The simplest of tales about cooperation is told by the actions of this cat and dog. Always at war with one another in the same household, the animals fight with particular energy over the defence of their individual toys. When trouble occurs and the loved toys are out of reach, it is only thoughtful cooperation that solves the problem. The story is told in sparse words well placed on the pages. Large, clear font and clean page design assist young readers. Strong, stylised illustrations use shape and colour most effectively. This is a well designed picture book, with an engaging story sure to promote discussion on friendship and rivalry. J. Buckley

USER LEVEL: Early Stage 1 Stage 1
\$19.95 SCIS 1046104

McNAUGHTON, Colin

Oomph!

Andersen, 2001 (A Preston Pig story)
ISBN 1842700014

Readers familiar with Preston will relish this latest adventure, in which he visits the beach and falls in love. New readers of these stories will be charmed by Preston's artless behaviour and good natured friendliness. Still stalking the oblivious pig is Mister Wolf, who has been relegated to intermittent comic relief; his threats to our hero's safety have no place in this sun drenched, innocent romance. The language and illustrations are perfectly matched in this cheerful picture book, which offers many opportunities for classroom discussion on days of the week, seaside activities, sun and water safety, and cooperative play. This book may provide a useful model for the writing of direct speech, and for letter writing. W. Smith

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1043729

MURPHY, Stuart J.

Missing mittens

Harper Collins, 2001 (MathStart)
ISBN 0064467333

[513.2]

The entertaining story in this picture book develops the mathematics concepts of odds and evens through very identifiable problems for a farmer and his animals. Students are encouraged to participate in the story by predicting what will happen next. The clear, large print and use of rhyming text assists the student in understanding the pairing of numbers one to ten. The colourful illustrations provide concrete examples enabling the reader to see the difference between odd and even numbers. There are consolidation activities for use as the story is being read. Follow up and extension activities are also provided at the back of the book. J. Hancock.

USER LEVEL: Early Stage 1
KLA: Mathematics
SYLLABUS: Mathematics K-6
Paper \$9.95 SCIS 1046447

ODGERS, Sally & HUXLEY, Dee

Cinderella's wedding

Koala, 2001 (A lift-the-flap book)
ISBN 0864613318

The popular riddle, "Why did the chicken cross the road?" forms a basis for this amusing picture book, warmly illustrated by Dee Huxley. Cinderella is getting married. Through a series of written and lift the flap pictorial clues, featuring characters from many well known folktales and nursery rhymes, the reader is lead to an inevitable conclusion: that everyone crossed the road because they wanted to kiss the bride! Familiarity with the original texts, language features and characters would support students in reading and viewing this book. The content provides excellent stimulus for character studies, and the joint construction of narratives based on folktales from many lands. G. Penn

USER LEVEL: Early Stage 1 Stage 1
Paper \$12.95 SCIS 1043193

OKTOBER, Tricia

Out of nowhere

Hodder Children's, 2001
ISBN 0733611699

While a well designed, charmingly illustrated picture book, this raises significant concerns about cultural sensitivity and appropriation. Australian animals are presented realistically, caring for a lost, newly hatched, baby bunyip. Closely observed detail shows plants, insects, birds and animals. There is no evidence of



consultation with Aboriginal people, and the interpretation of a bunyip and what they represent is problematic. The importance of Dreamings is trivialised by referring to them as Aboriginal 'legends', a dated term not in keeping with current Departmental policy and SCIS Subject Headings. Simple, well chosen language refrains from patronising young readers. The story offers gentle lessons about needs of the newborn for food, love, care, and of the importance of family. Teachers using this book should consult with the local

Aboriginal community. Support material available in the archives of *The Bunyip* book rap in the **Teaching and learning** section of *School libraries: empowering learning* web site at www.det.nsw.edu.au/schoollibraries may also be helpful. W. Smith

USER LEVEL: Early Stage 1 Stage 1
\$27.95 SCIS 1038778

SALANITRI, Joan & WU, Di

Ah Kee & the glass bottle

Greater Glider, 2001
ISBN 0947304517

This traditional Chinese tale successfully casts readers back to ancient times. When Ah Kee defies her husband to purchase an unusual glass bottle, she cannot imagine the perilous physical and emotional journey it will take them on. This picture book uses effective and descriptive language. The original illustrations mirror the Chinese theme with the use of unusual patterns that depict nature and scenery. While the role of the female protagonist is fairly limited, this could be used as a teaching point about the nature of gender roles within a historical and cultural context. S. B. Taylor

USER LEVEL: Stage 1 Stage 2
\$27.50 SCIS 1035977

THOMPSON, Colin

Falling angels

Random House Australia, 2001
ISBN 1740517237

"Some people see the world with their eyes, some people see the world with their hearts," says Sally's grandmother. In this picture book of the heart, the author presents the world in imaginative detail in a whimsical, free spirited story. Sally is able to fly, to soar across the skies, which she does to bring souvenirs from the continents for her grandmother. Together they fly on a poignant journey. This is a polished, warm story, brought to life by the stunning coloured illustrations. They feature the detail and images seen in other works by Colin Thompson, abounding in interest and inviting close scrutiny. J. Buckley

USER LEVEL: Stage 2 Stage 3
\$24.95 SCIS 1043180

VAN LOON, Joan & STEWART, Chantal

The chocolate lovers: a children's story and cookbook

Allen & Unwin, 2001 (A Sue Hines book)
ISBN 1865085006 [641.6]

Chocolate lovers will enjoy the unusual presentation of this book, which combines a narrative in picture book form along the top section of every page, and a selection of chocolate recipes, devised by television chef, Gabriel Gaté, underneath. The story involves children attending a six week chocolate cooking course.



Jack, the main character, must overcome obstacles to try to impress Marian Madeleine Monkhouse. The engaging illustrations provide many opportunities to discuss aspects of food preparation with students. The use of cautionary statements and personal opinions throughout the recipes makes the book a useful resource when comparing texts that provide instructions. K. Wheeler

USER LEVEL: Stage 1 Stage 2 Community
KLA: English
SYLLABUS: English K-6
\$22.95 SCIS 1037508

Fiction for younger readers

*Resources are arranged alphabetically by author.
Some of these books are also suitable for lower
secondary students.*

AHLBERG, Allan

The man who wore all his clothes

Walker, 2001
ISBN 0744559553

Readers are assured of an action packed day in this story of a rather odd family. The author follows the characters, taxi driver Mum, Dad, and their two school aged children, on a somewhat extraordinary day. Dad wears all his clothes, but the reader will need to read to the last chapter of the book to find out why. Simple sentence construction does not detract from the story, and will likely support young readers. Readers can use their prediction skills, but the author ensures that each page has something unexpected to offer, including a variety of uses of print and interesting layout of the text and Katherine McEwen's illustrations. S. Bremner

USER LEVEL: Stage 1 Stage 2
\$24.95 SCIS 1043470

ALCOCK, Vivian

The boy who swallowed a ghost

Mammoth, 2001 (Mammoth read)
ISBN 0749743166

Hero worshipping Mike looks up to Prince Kong, the school's sporting hero, but finds the roles reversed when Prince needs Mike's intelligence to help rid him of an intrusive ghost. This is a ghost with a difference as it inhabits Prince's body, manifesting itself as extreme cold. Jason Ford's cartoon style drawings are rendered in thick black lines, but add little to the story. Unwarranted and inappropriate caricature implies a level of humour at odds with the purpose and content of the text, and this unnecessarily distances the reader from the characters. Readers who enjoy plot driven stories with recognisable protagonists may find this short novel enjoyable, if far fetched. W. Smith

USER LEVEL: Stage 2
Paper \$8.95 SCIS 1041860

CAISLEY, Raewyn

The mermaid's tail

Penguin, 2001 (Aussie nibbles/Puffin)
ISBN 0141306157

What fun! Inspired by her own affection for Cronulla Beach, Caisley successfully captures a slice of suburban beachside family life with her warm tale of Crystal, who really wants to be a mermaid. Mum makes Crystal a beautiful, sequined mermaid tail and it becomes much more than a prop in dressing up games. Does the tail really have magical properties? Ann James excels herself with simply rendered, black crayon drawings. In this book, the illustrations contribute details barely suggested by the text. The family resemblance is shown between mother and daughter, and the laidback character of Crystal's blond, ponytailed, earring wearing, surfie Dad, is fully realised through the clever sketches. I. McLean

USER LEVEL: Stage 1 Stage 2
Paper \$9.95 SCIS 1039511

CARAHER, Kim

Zip zap

Random House, 2001
ISBN 1740517040

Zip the frill necked lizard is the digitised denizen of an unusual, handheld computer game. Sandy has passed this game to new boy Jerome and, after he succeeds at several levels of the addictive ZipZap game with Zip's assistance, Jerome is as happy, settled and popular as weird Sandy. Although the story is well paced and often amusing, the author lacks subtlety in the incorporation of her messages, about wish fulfilment and the importance of having a high self esteem. The roughly drawn style of Geoff Kelly's black and white illustrations complement the realism of the story, but seem at odds with Zip's supposedly slick and modern computerised environment. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper \$11.95 SCIS 1043533

CLARK, Sherry

Batter up!

Penguin Books Australia, 2000 (Aussie bites/Puffin)
ISBN 0141308478

Friendships, and problems associated with them, form the basis of this story. Hayley returns from holidays to discover that her best friend, Spit, will not talk to her. The mystery is sustained, with twists and turns throughout the story, until its rather surprising ending. The book explores friendships, and how Hayley deals with complications that arise, such as bullying. The multicultural diversity of Australian schools is reflected in the characters. Black and white illustrations enhance the story and are included on every few pages. The language is colloquial and will appeal to children. This story could be used to stimulate discussion on making and maintaining friendships. K. Wheeler

USER LEVEL: Stage 1 Stage 2
Paper \$10.95 SCIS 1036136



CONDON, Bill

Miss Wolf and the Porkers

Penguin Books Australia, 2001 (Aussie bites/Puffin)
ISBN 0141311142

Teacher-librarians, especially, will identify with Miss Wolf, who is everyone's friend in the school library until the three mischievous Porker children try to get the better of her. As in a certain fairytale, the wolf has to huff and puff to catch those little pigs. Is Miss Wolf a werewolf, or is it just imagination running wild? The principal reminds Miss Wolf that, deep down, she will always be a librarian and librarians are not allowed to eat students, no matter how much they might want to! With line illustrations from Caroline Magerl, this is a delightful school story that is a riot to read alone or aloud. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
Paper \$10.95 SCIS 1039218



CUMMINGS, Phil

On the run: another rented house mystery

Random House, 2001 (Rented house)
ISBN 1740517016

Five children, friends and neighbours, work themselves into a frenzy of speculation about the new occupant of the rented house in their street. Is it a witch, a vampire or an alien? Their spying efforts are interspersed with the production and testing of a six seater billycart and a remote controlled miniature helicopter. Punctuated by good natured teasing, the narrative is often hilarious and energetic, and clearly demonstrates the limitations of children's observations, and the pitfalls of leaping to conclusions on flimsy evidence. A firmly localised setting, likeable, imperfect characters, and a clear focus on their concerns make this an enjoyable novel for independent readers. W. Smith

USER LEVEL: Stage 2 Stage 3
Paper \$13.95 SCIS 1037650



FRASER, Janine M.

Sarindi and the lucky bird

HarperCollins, 2001 (Angus & Robertson)
ISBN 0207199140

Much of Indonesia's culture is woven into this charming story and the reader is left with a deeper understanding of the beliefs and superstitions that govern the lives of many Asian people. The son of a poor becak driver, Sarindi is a marble player who places all of his faith in a lucky bird. The father's fatalism, and the unwavering determination of the mother to fashion the family's destiny, makes an original theme. Tightly written with short, clear sentence structure, and well supported by Kim Gamble's soft pencil

sketches, this story suits newly independent readers. It would be a valuable shared story in a classroom. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
Paper \$11.95 SCIS 1038046

GLEESON, Libby

Dear writer

Penguin Books Australia, 2001 (Puffin)
ISBN 014131270X

Joanna and Lizzie decide that the perfect birthday present for their beloved teacher would be a surprise visit by his favourite author, R.U. Goodfellow, whose novel he is sharing with their class. It takes three earnest, written pleas for the author to accede to their request, and there are surprises in store for Mr Carlyle, the girls and, indeed, the reader. The story is well thought out and developed, written in a simple, non condescending style that serves its target audience of early independent readers well. It is also suitable for reading aloud and students will enjoy the romantic element, making predictions about the possible identity of the somewhat mysterious author. B. Richardson



USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1038379

HALL, Penny

A knight in different armour

Koala, 2001 (Tadpoles)
ISBN 0864613350

Set in Australia, identity and the complexities of family relationships (nuclear, genetic and extended) are highlighted within this narrative. Some of the issues which propel the story are how the characters see themselves and are seen by their immediate family members and others; how they are related and relate to each other; and ultimately, where they are in the scheme of things. The twelve year old protagonist's engaging personality, initiative and determination to contact her father, and the changing nature of her relationship with her temporarily absent, single mother, illustrate that others also have to live with the consequences of our actions. N. Chaffey



USER LEVEL: Stage 2 Stage 3
Paper \$11.95 SCIS 1045462

JENNINGS, Paul

Singenpoo's secret weapon

Penguin Books Australia, 2001 (Puffin)
ISBN 0141306084

The multi talented feline returns! With the help of Sean and Rhys, Singenpoo must thwart Major Mac's dastardly plan to round up and

impound all the local stray cats. Simple direct prose, first person narrative, short sentences and restricted vocabulary combine with a strong, fast paced plot to support students, especially those who rarely read for recreation. A lack of female characters indicates the author's intended audience, although the story maintains the belief that children can unite and defeat seemingly powerful and authoritarian adults. Conservation minded readers may be concerned about the lack of consideration given to the environmental damage caused by cats, especially strays. W. Smith

USER LEVEL: Stage 3 Stage 4
Paper \$11.95 SCIS 1042601

KIDD, Richard

Deadly famous

Corgi Yearling, 2001
ISBN 0440864135

Adventure abounds for Stanley Buckle, whose friendship with a local artist builds to an unexpectedly terrifying conclusion. Told to a younger generation, this tale of past events culminates in those involved meeting again as older men. A plot to kill an artist who is in seclusion, leads to danger, and schoolboy heroes attempt to subvert the plans. A wild landscape, mistaken identities and a killer on the loose mean Stanley has to act with courage. This is a fast paced, readable and engaging mystery, which delivers plenty of excitement and action for young readers. J. Buckley

USER LEVEL: Stage 3
Paper \$14.95 SCIS 1046331

KING-SMITH, Dick

Billy the bird

Transworld, 2001 (Young Corgi)
ISBN 055254678X

Mary is the only person that knows her little brother can fly every full moon. Not even Billy remembers his monthly flights. What will happen when the next full moon coincides with a lunar eclipse? When a burglar appears, readers will be full of anticipation about how and when he will be caught. With the same style of warmth and whimsy that King-Smith brought to *Babe, the sheep-pig*, here is a story about trust and concern between siblings. John Eastwood's crosshatched, black and white sketches support the text with just the right amount of detail and mood. The author's faux newspaper reports are less effective. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper \$11.95 SCIS 1037594

LESTER, Alison

The snow pony

Allen & Unwin, 2001
ISBN 1864489308

As soon as she saw her, Dusty knew the brumby was special and the pony seemed to recognise something special about her, too. Together they become an amazing jumping team. The pony is a much needed friend during tough times of prolonged drought, which takes its toll, not only on the land, but on her farmer father and the family. Concerns of those on the land, friendship, high mountain cattle mustering, and issues such as alcoholism, assault and irresponsible behaviour, are all sympathetically explored. Although the story is, essentially, one for young horse lovers, the style is easy and readily accessible. A steady pace and varied action help to maintain interest in this story. B. Richardson

USER LEVEL: Stage 3 Stage 4
Paper \$13.95 SCIS 1039771

ODGERS, Sally

The case of the disappearing dog

Koala, 2001 (Tadpoles)
ISBN 0864613342

Old Butterpaws is a lovable, scruffy dog who, through a bizarre feat of time travel, is owned by children in different decades! Supporting the main story are italicised journal entries (Jilly's in the present, and Jonathan's in the future) plus: assorted dictionary extracts; pages from memo pads; and Jilly's *Weirdness file*. The small illustrations, by Andrew Bell, are recurring icons that help to identify speakers and events. Mr Chang, a writer, becomes the linchpin to solving this unusual mystery. His character, and the eclectic nature of the story, become excellent models for demonstrating to young writers that keeping a record of stray story ideas can certainly benefit an author. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper \$11.95 SCIS 1042762

OLDFIELD, Jenny

Just you wait, Winona!

Hodder Children's, 2001
ISBN 0340784997

This fairly predictable tale of a primary school girl and her determination to ruin the perfect reputation of Winona, might attract some readers who want to read about a series of mishaps as each set of well laid plans go askew. It is never clear why Winona is so objectionable to Daisy, or why Winona appears to want the approval of Daisy and her little gang. Daisy also finds science devotees an embarrassment, and has an opinion about anyone considered to be too prim and proper. This might be an interesting vehicle for looking at friendships, peer pressure and discussing why the breaking of school rules has particular appeal for Daisy and her cronies. S. Bremner



USER LEVEL: Stage 1 Stage 2
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
Paper \$11.95 SCIS 1037611

O'MEARA, Mercy

Feeling the heat

Koala, 2001 (Tadpoles)
ISBN 0864613369

Darcy considers himself an average kid just trying to make his way in a new school, but is forced to deal with the school bully. He doesn't want to confide in his Mum, his Dad is dead, and Wayne Grinter is after him. Darcy has an eventful time as he runs his dog walking business, gets to know the locals, plans a new relationship for his mother, and worries about Wayne. The issue of bullying is sensitively handled, with the emphasis on Darcy's emotions. Unobtrusive but supportive adult help and Darcy's own strength of character sort out the problem. A sympathetic view of the bully's



family circumstances adds to the perspective provided by this short novel. J. Buckley

USER LEVEL: Stage 2 Stage 3
Paper \$11.95 SCIS 1045466

PAGE, Jan

It's not funny!

Transworld, 2001 (Corgi pups)
ISBN 0552546577

Clowns are not always funny, especially when their humorous antics hurt other people, as is the case in this clever first chapter book. The message in the story of a boy who wants to be a clown in a circus is one of perseverance, skill development, and consequences. Students may laugh at the silly behaviour of Bill, the Great Bilbo, but they are also reminded of the seriousness of upsetting teachers, mothers, and a professional circus clown when Bill is injured, embarrassed, and devastated. This is a winning narrative and would support the PDHPE strand, *Growth and development*. The line drawings by Tony Ross are very appealing. S. Rasaiah

USER LEVEL: Stage 1
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$9.95 SCIS 1043610

SMITH, Emily

The shrimp

Transworld, 2001 (Young Corgi)
ISBN 0552547352

Ben is shy and unsure of himself, and has been nicknamed "the Shrimp". In conversation with his classmates and in the dynamics of the classroom he feels insignificant. As he gets involved with his wildlife project over the summer holidays, Ben grows in confidence and experiences success. His carefully collected specimens win him a place on a wildlife tour, and help to bolster his assessment of his capabilities. This is an engaging short novel with a likeable protagonist whose struggles are easily recognised by younger readers. Attractive line drawings by Wendy Smith are well placed to support the larger sized text. J. Buckley

USER LEVEL: Stage 2
Paper \$11.95 SCIS 1046201

SYME, Marguerite Hann

Velvet

Scholastic Australia, 2001
ISBN 186504329X

A little black kitten is the cause of plot and character development in this short novel, which is much more than a story about a cat. The story builds from an earlier novel about Chickpea, Hooman's pet hen. Hooman and Mina learn a great deal about themselves as they try to find homes for Chickpea's chickens. Velvet, Mina's cat, also keeps disappearing, finally in a manner that produces a tense and testing situation for the children and their friends. The multi-cultural perspective of the story is carefully developed through the characterisation, particularly as Ashfin, the children's father, struggles with cultural questions about the independence of children. J. Buckley

USER LEVEL: Stage 2 Stage 3
Paper \$11.95 SCIS 1043198

Fiction for older readers

Resources are arranged alphabetically by author.
Some of these items are also suitable for upper
primary students.

BASTIAN, Greg

Ride the tiger

Scholastic Australia, 2001
ISBN 1865042684

Many teenagers will find the simple language and well paced plot of this story appealing. Josh is frustrated with the restrictions placed upon him by his overbearing father. When he runs away from home, Josh is readily accepted into an alternative refuge lifestyle with other homeless teens, some of whom have served time in juvenile detention centres. An unexpected, reciprocated love interest ensues, though Josh's involvement in crime jeopardises his quest for freedom. While the book's positive messages for teens are commendable, some shallow characterisation of the protagonist diminishes reader empathy. Aspects of this novel, particularly its resolution, seem too contrived and convenient. B. Richardson

USER LEVEL: Stage 4 Stage 5
Paper \$13.95 SCIS 1036053

BUFFA, D.W.

The prosecution: a legal thriller

Allen & Unwin, 2001
ISBN 1865038917

Hot shot defence lawyer, Joseph Antonelli, last seen in *The defense*, is on the case after a self imposed absence; this time as special prosecutor. This legal thriller visits aspects of American law and trial procedure, and the political machination that surrounds many cases that most young adult readers will have become familiar with through television. Antonelli's integrity in a morally flexible world makes this legal paladin a sympathetic character. Readers requiring a strong narrative focus, with frequent charges of tension, will be challenged by this slow starter. The plot is often tortuous, and character is sometimes subordinated to the thrill of two courtroom dramas. W. Bowie

USER LEVEL: Stage 6
Paper \$16.95 SCIS 1036492

CAREY, Peter

True history of the Kelly Gang

University of Queensland Press, 2001
ISBN 070223236X

A wordsmith shows his craft about a historical figure that helped make Australia's identity; and who continues to fascinate and cause debate. The change in perceptions about Kelly and his life from his contemporaries to modern day is quite fascinating. Carey captures this dilemma of our identity through a style based upon Kelly's Jerilderie letter. This device may make it difficult for students to

understand the story. The complexities of writing may mean that the use for this fictional account in History is restricted to extension work for some students. This is an interesting book but of limited use in the classroom unless the teacher is willing to use sections to illustrate points and debates about Australia's identity. C. Dorbis

USER LEVEL: Stage 5 Professional
\$18.95 SCIS 1042595

CATRAN, Ken

Road kill

Lothian, 2001 (Crime waves)
ISBN 0734402589

A punchy storyline, similar to popular television drama, keeps the reader interested in this concise murder mystery novel. Motorbike obsessed Jack wants nothing more than to win the Scrape. He is drawn into an intriguing adventure after a number of suspicious events in his hometown. Short chapters add to the novel's appeal, although minimal character development detracts from the plot. Junior secondary school readers interested in motorcycle racing may enjoy this book, though confident readers would be frustrated by the predictability of the conclusion and the relatively simple language. H. Gardiner

USER LEVEL: Stage 4
Paper \$12.95 SCIS 1040648

Di CAMILLO, Kate

The tiger rising

Candlewick, 2001
ISBN 0763609110

The combination of powerful language and rich visual imagery makes this a unique, haunting story. The central characters, Rob Horton and Sistine Bailey, are as awkward and displaced in a small Kentucky town as is the tiger that they mysteriously find in the silent woods. Metaphorically, the children have a caged beast pacing inside their hearts that they must free as they struggle towards personal growth. This commendable book could be an excellent starting point for discussion about emotional issues relevant to pre adolescents. S. B. Taylor

USER LEVEL: Stage 3 Stage 4
AVAIL: Paper \$23.95 SCIS 1046096

FRENCH, Jackie

In the blood

HarperCollins, 2001 (Angus & Robertson)
ISBN 0207197792

Aimed at an older, more mature audience than usually associated with the work of this popular, award winning author, French's new novel takes us into a futuristic world of utopias populated by humans and genetically engineered human-animal crossbreeds. Protagonist Danielle, a virtual engineer, has been exiled from the city to a farming settlement. Accompanied by young local man, Neil, they hunt down a vampire like, vicious killer. The fast and intriguing plot is riveting, well flavoured with mystery, suspense, surprise, sex and romance. Providing a chilling glimpse into some sinister possibilities for genetic engineering, this is an unusual, thrilling, and thought provoking story. B. Richardson

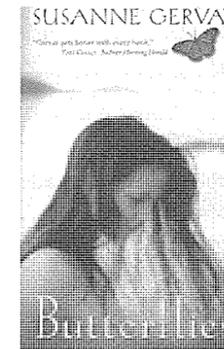
USER LEVEL: Stage 5 Stage 6
Paper \$14.95 SCIS 1036373

GERVAY, Susanne

Butterflies

HarperCollins, 2001 (Angus & Robertson)
ISBN 0207198500

Gervay presents an authentic, moving portrayal of seventeen year old Katherine. Severely burnt at the age of three, she has endured ongoing, painful surgery to address disfiguring and disabling scar tissue. Avoiding undue sentimentality, the book focuses on a struggle for independence. Katherine's wish is to lead a normal teenage life despite the efforts of others to protect her and single her out as being different. The present tense lends immediacy. Variation in narrative voice, and use of several types of text, allow readers to empathise with Katherine, and gain objective insights and well rounded viewpoints. Self image, growing up, sexuality, and relationships are other important issues deftly explored in this novel. B. Richardson



USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$13.95 SCIS 1034145

HATHORN, Libby

The painter

Hodder, 2001
ISBN 0733609120

Young Bernard's enraptured engagement with the world through his art is memorably rendered in this powerfully and deeply moving tale. Readers will relate to Bernard's urge to assert his perception and originality in the face of: vicious bullying by peers; the fearful conservatism of his teacher; and the puzzlement of his parents. The context of this struggle is the nineteenth century French town of Arles, and the heartbreaking last years of Vincent van Gogh. Hathorn's emotional palette resonates with the same power as the paintings and lives of these two alienated, yet generous, souls. Issues canvassed include: identity and integrity; parenting; teaching; and originality and tolerance. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1039786

HAYES, Rosemary

Blood ties

Penguin Books Australia, 2001 (Puffin)
ISBN 0141304146

A fond relationship between Kath and her grandmother becomes even more poignant after the grandmother's death. Granny Kathleen has a mysterious background, which includes a trip from London to Australia as a young child. At first it appears she has taken her painful secrets to her grave but they slowly emerge in a most unexpected way. Kath comes to realise that her life depends on unravelling her grandmother's past. A direct, clearly told tale that deals sensitively with loss, grief, illness, friendship and family ties, this is a gentle and moving story. C. Sly

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1034142

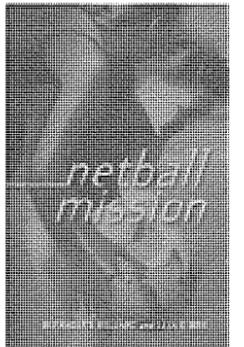
HELLARD, Bernadette

Netball mission

HarperCollins, 2001
ISBN 0207199396

Aimed at junior secondary students, this accessible novel holds particular appeal for netball players. Rachel and Sophie are best friends devoted to the sport. Schoolwork takes second place as both teenagers aim to win places at the Zone Talent Camp. The plot moves quickly, but an attempt to tackle serious issues, such as terminal illness and peer pressure, is superficial. Some readers may also find the lengthy descriptions of the netball games to be monotonous. Character development is quite extensive but the way that teenagers are portrayed would need to be addressed through discussion. H. Gardiner

USER LEVEL: Stage 4
Paper \$13.95 SCIS 1043175



JOHNSON, Pete

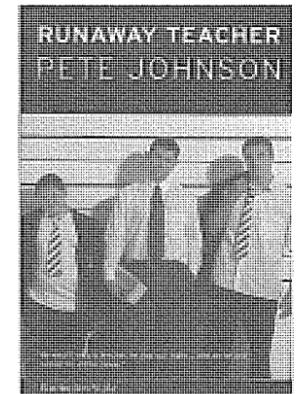
Runaway teacher

Barrington Stoke, 2000 (Aust. release 2001) (Barrington Stoke
teenage fiction)
ISBN 1902260597

Mr Thompson was more than just popular with his students. He was "Mark" or "MT", their best mate. When he sidesteps the rules, and neglects his duty of care, Mark Thompson sacrifices more than he anticipates. The idea for the story is based on real life, and warns about what dangers can arise when there is an absence of responsible leadership. Quick paced, and written in a witty, conversational style, the book has short chapters and wide line spacing, making it very accessible to its target audience of young teenagers. The story links well to the theme of rights and responsibilities in relationships in child protection education.

The cover photograph demands further attention, a police line up replacing the expected image of a close student teacher relationship. D. Doust

USER LEVEL: Stage 4
Paper \$15.44 SCIS 1035776



McCARTHY, Maureen

Flash Jack

Penguin, 2001
ISBN 0141311703

That Jack Lightfoot is at a summer holiday loose end is an understatement. Alienated by a family move to the city, and marooned by Dad's scrupulous honesty about an insurance claim after all their possessions are burgled, Jack is furious until he meets Diane. The plot will be familiar to seasoned readers but, with a sureness of touch, McCarthy constructs a bittersweet love story of Jack and Diane against the dynamics of life in two very different families.

Jack's relationship is an engaging rollercoaster ride, not to mention the mystery of what happened to the Lightfoots' possessions. Issues of honesty and pragmatism sit well alongside family crisis, loyalty, and consumerism. W. Bowie

USER LEVEL: Stage 4
Paper \$14.95 SCIS 1048536

MASSON, Sophie

The firebird

Hodder Headline, 2001
ISBN 0733613071

Masson provides the reader with a true fairytale, faithful to the genre, and beautifully told in light, lyrical prose that has an appropriate old world character befitting time and setting. Based on a Russian folktale, the captivating story takes us on a quest for the elusive firebird. The Tzar has promised half his kingdom to the one who brings him the coveted bird alive, but the real reward, as each of the four seekers knows, is the untold power bestowed on the first person to hold the beautiful bird. Traditional elements include a regal but humble hero, a feisty hero in disguise, heinous villains (the hero's brothers), transformations, powerful objects, danger, romance, magic, and mystery. B. Richardson

USER LEVEL: Stage 3 Stage 4
Paper \$16.50 SCIS 1048556



MONAGLE, Bernie

Monsteread

Lothian, 2001 (Takeaways)
ISBN 0734402554

The title appropriately describes how teenaged Pat feels as the victim of tormenting town bullies, Bugge and Kosta. It's a feeling that, unfortunately, will be well understood by many young readers. Will the two toughies receive their comeuppance? The story effectively targets many of the emotions and issues involved in bullying, and is ideal as a resource for individualised reading, group or class sharing, and to instigate discussion. Audience accessibility and appeal is broad. The six short chapters are of appropriate length for serialisation, while the credible characterisations and well maintained pace hold interest. B. Richardson

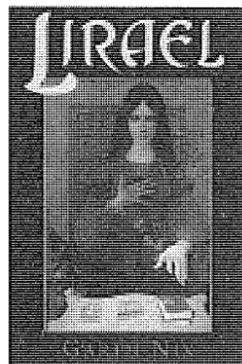
USER LEVEL: Stage 4
Paper \$12.95 SCIS 1036036

NIX, Garth

Lirael: daughter of the Clayr

Allen & Unwin, 2001
ISBN 1864488158

Set in a fantasy world that is remarkable and persuasive, this novel is rich in wit, humour and adventure. A member of the Clayr people, Lirael is a troubled and solitary character who does not possess the Sight that is characteristic of these mysterious



people. Much of the storyline involves Lirael's search for her identity as she befriends first the disreputable dog, and later Prince Sameth, who is on his own personal quest. Both must face the evil necromancers and need to delve deep into the mystical charter magic to do so. This sequel to *Sabriel* leaves the reader eagerly awaiting the next title. J. Eade

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$16.95 SCIS 1037488

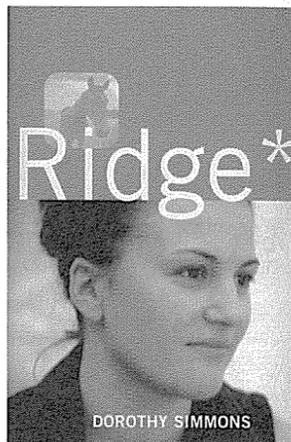
SIMMONS, Dorothy

Ridge

Lothian, 2001 (Young adult fiction)
ISBN 0734401264

Rejection and anger are overwhelming passions in this novel. Fate unites three quite different teenagers who are challenged by difficult life experiences. There is a range of adolescent issues illustrated by racy dialogue and action: Kate's rape and her inability to cope with her dysfunctional family's needs and emotions following her father's death; Maddie's feelings of inferiority, disappointment and her resentment towards her dominating father; Nat symbolising the suffering of boys who succeed academically but fail to conform to a macho image. These characters combine to create a powerful voice in a story that provides optimism and a way forward for youth, and the issues that concern them. E. Maxwell

USER LEVEL: Stage 6
Paper \$14.95 SCIS 1047099



SOBIN, Gustaf

The fly-truffler

Bloomsbury, 2000 (Aust. release 2001)
ISBN 0747549699

Strangely disturbing is this story of love, loss and descent into madness: a tragic story, sensual, passionate, erotic. Set in the French countryside, it tells of Cabasac, a middle aged linguist and connoisseur of truffles, and his love for his student, Juliette. Her untimely death, following the loss of their baby, causes Cabasac to retreat from reality. Sobin's skills as a poet are evident in the novella's evocative descriptions, rich imagery, singular word choice, and use of repetition. Audience reactions could be polarised, but it is a story not easily forgotten. Is the work a metaphor or *crie de coeur* for an old Provence fast being lost to development? B. Richardson.

USER LEVEL: Stage 6
Paper \$18.95 SCIS 1035722

STARKE, Ruth

Dead red

Lothian, 2001 (Crime waves)
ISBN 0734402503

The dry, detective persona adopted by the narrator, Angelo, is at once appealing and reflective of every stereotype in the genre. More astute readers would understand the mild satire in the light, racy style, word play, social criticism, and scattered jargon. Characterisation is shallow. Tone, personality, and investigating the mysterious set up leading to the dismissal of the much loved Mrs Tuck from the school canteen drive the story. Inevitably, the crime is solved, with a twist in the plot's predictability. Students will enjoy the humour with which school culture is captured. This quick read could tempt those readers overwhelmed by weightier novels, but equally satisfy the thematic demands of more sophisticated readers. C. Foley

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 1034567

STUTLEY, Doris

Operation foxtrot five

Lothian, 2001
ISBN 07334401809

Loyalty, trust and security are prominent themes in this thrilling, action packed novel. Seventeen year old Doug Smith is trying desperately to keep his brother and sisters together after the tragic death of their parents. Life on the run becomes increasingly complex when brash, young Detective Sergeant Scott Backer is assigned to track down the family.

An intense cat and mouse game develops as Doug attempts to evade capture by the police. The strong plot moves at a fast pace and contains many unexpected twists. Why is Backer so intent on finding the Smiths? Will Doug stop the break up of his remaining family? Teenage readers would enjoy discovering the answers in this exciting novel. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1040646



VOIGT, Cynthia

Elske

Hodder Children's, 2001
ISBN 0340787759

Set amorously, during the transition from the Dark to Middle Ages, this powerful novel is at times unsettling as it probes significant themes. Human worth, love, gender issues, and social organisation are explored in a thrilling adventure, set in times of rape, plunder, kings, queens, heroism, treachery, integrity, and overcoming fear. Characters are complex and real. Elske draws on unrealised personal strength after escape from rape and certain death, alone into a strange, violent world. Will her courage and honesty defeat evil foes? Will she, with her new found friends and a princess she serves, overcome the powerful forces that threaten their world? This is a probing story of resilience and a positive resolution reflective of the complexities of human relations and politics. C. Foley

USER LEVEL: Stage 6
Paper \$14.95 SCIS 1040855

All prices in the availability statement include GST.

Information, poetry and drama

Resources are in Dewey order.

GANERI, Anita

Storyteller [series]

Evans Brothers, 2001

Each of the world's six main religions is simplistically represented by the titles in this series. **Did you know?** text boxes provide the reader with factual information about each of the religions and directly supports teaching towards the HSIE syllabus *Cultures* outcome, CUS2.4. Stage one teachers would also find the information in these books useful in the investigation of religious practices in a range of other cultures. Mainly watercolour illustrations support each story. The series is a useful, enjoyable resource, mixing fact and fiction. It provides a traditional perspective to complement other resources when studying the religious stories of major world religions. A. Arnott

USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
\$29.70 each

Titles available in this series are:

<i>Buddhist stories</i>	SCIS 1038650
<i>Christian stories</i>	SCIS 1038661
<i>Hindu stories</i>	SCIS 1038663
<i>Jewish stories</i>	SCIS 1038652
<i>Islamic stories</i>	SCIS 1038654
<i>Sikh stories</i>	SCIS 1038656

BARWICK, John

Communities in Australia [series]

Heinemann Library, 2001

This series of books about life in various Australian communities is informative, well presented and easy for readers to navigate. The chapter titles clearly indicate the contents that readers can expect, and each chapter has an assortment of diagrams, photographs, maps and text without appearing cluttered. Each book has a glossary, additional references, and relevant facts and figures. Developing critical skills in analysing omissions and generalisations could be a part of any reading program. Titles in this series need to be studied for the omission of Aboriginal communities in non outback areas, as well as the synthesis about immigrants in cities and their absence in rural locations. S. Bremner

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$28.60 each

Titles in this series are:

<i>Life in a city</i>	SCIS 1037895
<i>Life in a country town</i>	SCIS 1037892
<i>Life in a farming community</i>	SCIS 1037890
<i>Life in the outback</i>	SCIS 1037894

TREAYS, Rebecca

Oxford first book of children of the world

Oxford University Press, 2000 (Aust. release 2001)

ISBN 019910770X

[305.23]

The popular topics of families, homes, **Town and country**, everyday activities, and religious practices (**What we believe**), are briefly described and contrasted through the eyes of some children of the world. While the large format and appealing mix of colour photographs and sketches suit classroom and small group use, the book presents a series of extremely narrow views, which would create difficulties if this was the only resource considered to support a particular topic. An example of this is that the only Australian is a boy, who tells of life on a remote sheep station, using a two way radio to correspond with teachers. **Look closer** and **Activity** suggestions are recurring text boxes. I. McLean

USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$23.95

SCIS 1041392

MCDONALD, Fiona

The other half of history [series]

Belitha, 2001

With a focus on the changing role and status of women through the twentieth century, this series has well structured chapters, with paragraph headings and relevant photographs. Information is easily accessed and supported by focus boxes on personalities, achievers and events. There are also excerpts, tables and quotations to reinforce the themes, with a glossary and further readings included for extension work. Each chapter looks at a particular period, for example, **War and revolution** and **The Great Depression** in one title, and **The feminist debate** in the other, while issues and themes are linked by the first chapter's **Setting the scene**. Overall, it is an excellent resource that could be used in a number of ways to support the teaching of History. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
\$33.00 each

Titles in this series include:

Women in a changing world 1945-2000

SCIS 1035840

Women in peace & war 1900-1945

SCIS 1035846

PRESS, Petra

Coretta Scott King: an unauthorized biography

Heinemann, 2000 (Aust. release 2001) (Profiles)

ISBN 1575724960

[323]

In a structured format, the life of the widow of Martin Luther King Jr. is documented in this compact reference. Each chapter deals with one aspect of her life, focussing on her career after his assassination and on her role in fostering equal rights and economic justice for women. The information is easily accessible with section headings, photographs and inserts, including personal recollections and snapshots, and giving an historic



perspective of incidents and organisations. Keywords and reference points appear in bold text, with a full glossary and timeline provided. Overall, this biography offers a sound overview of one of the people involved in the civil rights movement in the United States. B. Kervin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History Stages 4-5; Modern History Stage 6
\$33.00 SCIS 1046263

NOONAN, Diana

Dangerous work

Heinemann Library, 2001 (Oz library collections)

ISBN 1740700236

[331.7]

The small size, clear fonts, and well designed, landscape style pages make this information book ideal for sharing with small groups. Five dangerous occupations are described and explained, accompanied by excellent action photographs. To conclude each chapter, a labelled photograph and a box entitled **Working safely** emphasises the unique considerations and equipment required by people in these careers. The **Construction worker** and the **Sea-rescue helicopter pilot** featured in the book are female. Other workers include: a **Bicycle courier**; a **Firefighter**; and a **High-rise window cleaner**. The book supports the *Safe living* strand of the PDHPE K-6 syllabus. I. McLean

USER LEVEL: Stage 1 Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
\$25.00 SCIS 1037565

Biodiversity

/ edited by Justin Healey. Spinney, 2001 (Issues in society 145)

ISBN 1876811544

[333.95]

A variety of overviews and fact sheets examine the nature of Australia's **biodiversity** in contemporary times and in the future. Issues such as: land clearing; salinity; coral bleaching; and weeds are examined in detail, to elicit issues and critical discussion. **Conserving biodiversity** extends to international issues. While the style, format and level of language is more appropriate for senior students, the material can be applied to generate class debate, discussion and critical analysis of the Stage 5 Geography focus area, *Issues in Australian environments*. There is also useful stimulus and reference material for use by students and teachers of *Geography: Stage 6 syllabus* and *Biology: Stage 6 syllabus*. It is worth noting that many illustrations are not part of the articles they accompany, and should be appropriately labelled to clarify this. K. Wratten

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE; Science
SYLLABUS: Biology Stage 6; Geography Stages 4-5
Paper \$16.50 SCIS 1035008

HASWELL, Arthur

Wildlife

Belitha Press, 2000 (Aust. release 2001) (The Earth strikes back)

ISBN 1841380709

[333.95]

A global view of the affect of humans on wildlife is provided in this attractive book. It gives a brief overview of the origins of life, describes the interdependence of life forms, and ecosystems such as forests and grasslands. Of particular interest are the sections on threats to wildlife including trade in wildlife products, climate change, habitat destruction, introduced species and chemical use. A broad range of topics is covered and the information provided is current. The global outlook

makes the book relevant to the study of the *Environments* outcomes in the HSIE syllabus. **Further information** contains web sites of organisations concerned about the conservation of endangered species. This book is useful for classes working towards objectives of the *Environmental education policy for schools*. J. Kennelly

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$33.00 SCIS 1035859

KING, Hazel

Trends in textiles technology [series]

Heinemann Library, 2000 (Aust. release 2001)

Written with a student based learning approach, each title in this British series offers the user double page segments dealing with different aspects of the title's subject including: design plans; **Measuring up**; **Industrial pattern making**; project work; and **Recycling fabrics**. Each segment is clearly presented with subheadings, bolded key words, information boxes and diagrams. Case studies provide a more in depth study, together with an example of how a case study could be constructed. Each title is well indexed and contains a glossary, and list of resources including Internet sites. Time would be needed to investigate the curriculum relevance of such linked sites. While the series is well suited to the curriculum requirements of TAS courses for Stage 4 and Stage 5, the reference material may also be useful for Stage 6 students. The series is a valuable support text for teachers. B. Kervin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Design & Technology 7-10; Design & Technology Stage 6; Textiles & Design 7-10; Textiles & Design Stage 6
\$33.00 each

Titles in this series are:

The clothing industry SCIS 1036421
Design, cut and shape SCIS 1036374
Dyes and decoration SCIS 1036376
Fabric types SCIS 1036382
Fibre to fabric SCIS 1036383

World organizations [series]

Franklin Watts, 2001

Designed to ensure that students can understand the complex and varied roles of international organisations, these books are well illustrated and contain glossaries and Internet references to allow for follow up work. Time would be needed to investigate the curriculum relevance of such linked sites. They are presented as reference books, containing no class activities. Many issues are raised that students hear or read about in the media, such as global warming, biodiversity and sustainability, the role of the military, and how the United Nations responds to conflict. These are issues that students need to understand to participate in a democracy and may be useful in the study of global citizens and globalisation. C. Dorbis

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography Stages 4-5; History Stages 4-5;
HSIE K-6
\$34.95 each

Titles in this series include:

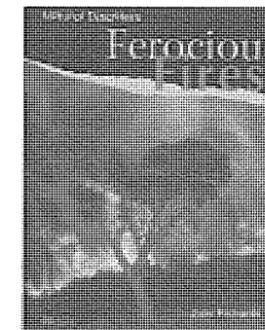
NATO SCIS 1044521
United Nations SCIS 1035513
World Wildlife Fund SCIS 1044514

RICHARDS, Julie

Natural disasters [series]

Macmillan Education Australia, 2001

Focus questions about natural phenomena are answered in these books through a variety of formats and types of text. Readers will become absorbed by the content, and amazed by the statistics produced for each weather phenomenon and natural disaster. The colour photographs are highly motivating for students, as are the scientific explanations provided in lay people's language. **Try this** suggests simple experiments, and **Read all about it!** refers students to specific disasters for researching in detail beyond one resource. Although the subject of each book covers global catastrophes, there is some Australian content, including references to disasters such as Cyclone Tracy and the Ash Wednesday fires. This series supports activities in the Science and Technology unit, *What's the weather?* S. Rasaiah



USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
\$26.95 each

Titles in this series are:

Ferocious fires SCIS 1034882
Howling hurricanes SCIS 1034893
Quivering quakes SCIS 1034888
Terrifying tornadoes SCIS 1034887
Vibrating volcanoes SCIS 1034864
Wild water SCIS 1034867

HASWELL, Arthur

Air and energy

Belitha Press, 2000 (Aust. release 2001) (The Earth strikes back)

ISBN 1841380717

[363.739]

Current information and simple explanations about air and energy are features of this book. Topics deal with the nature of air, about changes in air that have occurred in the past, and changes which are occurring now in response to human activity. The connections between the burning of fossil fuel and atmospheric changes are established. One excellent aspect of information provided is the inclusion of new technologies, such as super efficient cars and non polluting energy sources. This information is in keeping with the *Environment education policy for schools*. There are web sites provided for appropriate organisations. Time would be needed to investigate the curriculum relevance of such linked sites. This book leaves the reader in no doubt about the causes and consequences of air pollution but provides an optimistic outlook through practical solutions. J. Kennelly

USER LEVEL: Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
\$33.00 SCIS 1035864

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Please ring The Editor on 02 9886 7531 or email
lan.mclear@det.nsw.edu.au

WILLIAMS, Lauren & GERMOV, John

Surviving first year uniAllen & Unwin, 2001
ISBN 1865084271 [378.1]

The interactive style of this helpful book holds the reader's attention. The authors aim to assist students to beat the sleepy study syndrome and improve confidence and motivation by conveying essential information about how to achieve success at university. It is a practical guide to: learning and writing styles; notetaking; researching; using the Internet efficiently; essay writing and referencing; time management; and working in groups. The examination tips, tricks to calm the nerves before making presentations, and even advice about parking, reinforce the credibility of the content. Checklists, reference books, and useful web sites about study skills and referencing, complete the work. Time would be needed to investigate the curriculum relevance of such linked sites. E. Kesby

USER LEVEL: Stage 6 Community Professional
KLA: VOC ED
Paper \$15.95 SCIS 1036497

The best of India; Urban buzz [videorecording]Fashion News, 2000 (Aust. release 2001) (Videofashion news) (48 min.)
ISBN none [391]

Two issues of Videofashion's audiovisual magazine feature on this video. Students will find *The best of India* valuable when analysing the cultural influences of India on contemporary fashion designers. It presents the first Indian Fashion Week, showing ready to wear fashions on the catwalk, and the influences upon designers Beri, Bal and Valaya. Indian craftsmanship, including handmade and exotic fabrics in rich colours with traditional and modern embroidery, and traditional artisan dyeing methods, are shown. Traditional sari wrapping is demonstrated, while contemporary garments show the blending of eastern and western cultures. *Urban buzz* features the New York Spring 2001 collections. Discussion questions and teaching strategies are in the accompanying *Support booklet*. V. Smith

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
\$25.00 International Fashion Videos,
Phone (02) 9363 1051 SCIS 1051794

HATT, Christina

Dress sense [series]

Belitha, 2001

Through the study of dress over a particular time period, students are able to gain an insight into the historical era. The text provides a range of information which encourages the user to make judgements about changing fashion styles and the reasons behind them. The double page format focuses on a particular aspect including making comparisons, or the use of accessories. Chapters focussing on evidence and materials make it relevant to the present Textiles and



Design syllabus. The range and variety of source material, including timelines, tables and examples all help to make this series an important resource tool for class work. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Textiles & Design 7-10
\$33.00 each

Titles in this series include:

Clothes of the ancient world SCIS 1043240
Clothes of the medieval world SCIS 1043242

DANN, Penny

Row, row, row your boatLittle Orchard, 2001
ISBN 1841212954 [398.8]

Small children love teddy bears, and through a well known nursery rhyme the author captures the interest of the reader by having teddy bears as the central characters. The book opens with the rhyme and then continues the pattern creating new and interesting verses. This book would appeal to young students. The use of repetition encourages the reader to predict and read along with the text. The cheerful watercolour illustrations help the reader to anticipate the ending of each rhyming couplet and provide an excellent stimulus for children to create their own verses. J. Hancock

USER LEVEL: Early Stage 1
KLA: English
SYLLABUS: English K-6
\$14.95 SCIS 1044518

UNOBAGHA, Uzo

Off to the sweets shores of AfricaChronicle, 2000 (Aust. release 2001)
ISBN 0811823784 [398.8]

West African inspired nursery rhymes convey the sights and sounds of the poet's heritage in this colourful picture book. The images of village life are captured using simplistic illustrations which help to clarify the text. Each rhyme conveys an important cultural message from the West African people, but these messages may seem obscure to many readers. The exploration of customs and objects that are uniquely African are explained for Western readers in the glossary. This book could be used as a resource for the study of the HSIE unit *Identity and values*, or as a stimulus for talented poets. J. Hancock

USER LEVEL: Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
\$36.95 SCIS 1044365

ROBINSON, Andrew

The story of writingThames & Hudson, 2000 (Aust. release 2001)
ISBN 0500281564 [411]

As a scholarly but readable history of writing, this is would be a useful resource. It details the development of writing systems from proto writing, pictograms and hieroglyphics, to the alphabets and writing systems of the Mayan, Chinese and Japanese people. Robinson addresses the function and purpose of writing in various societies, the problems of deciphering alphabets, such as the Rosetta Stone and the Indus scripts, and the effect of computers on

languages. The accompanying illustrations, maps and diagrams are well explained. This book could provide an additional reference for the Ancient History topic, *Ancient societies* for Minoan and Egyptian societies, and the History Stage 4 topic, *Ancient societies*. B. Hull

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
Paper \$32.95 SCIS 1010211

HAMER, Martyn

Smelly scienceParragon, 2000 (Aust. release 2001)
ISBN 0752535269 [502]

Amaze your friends with scientific knowledge! In this book of jokes, comments, puns and hilarious cartoons about science, there are also fascinating experiments and good information about inventors and inventions. Find out: how margarine derived its name; who assisted in the invention of Velcro; and how the telephone was the result of a mistake. Students will also discover evidence of scientific fraud, and that it is not always the originator of an innovation who claims its achievement. One of a series of well presented, chunky publications, featuring glossy pages and short chapters, these books supply mostly trivial information. Nonetheless, the content is always interesting and highly appealing. D. Doust

USER LEVEL: Stage 3 Stage 4
KLA: Science & Technology K-6; Science Stages 4-5
\$7.95 SCIS 1034519

Other titles in this series include:

Disgusting facts SCIS 1034514
Horrendous history SCIS 1034518
Wacky world SCIS 1034521

Turnstone space explorer books [series]Steck-Vaughn, 2001
ISBN 0739822128

The quality and human perspective of titles in this series capture the wonder, excitement and intricacy of technological discoveries in space. With the writing style clear and well organised, appropriate language, and comprehensive data sheet, glossary and index, each book enables the student to understand how so much money is needed for space research, without the need to justify the cost. Beautiful photographs, clearly understandable diagrams, large print and fluid text make these books an ideal library adjunct to physics textbooks, particularly in researching for option 9.9: *Space science* in the *Senior Science: Stage 6 syllabus*. P. van Ruggie

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Science Stages 4-5; Senior Science Stage 6
\$36.30 each

Titles in this series include:

Signals from space: the Chandra X-ray Observatory SCIS 1043506
Star factories: the birth of stars and planets SCIS 1043518

All prices in the availability statement include GST.

BIRCH, Robin

Space [series]

Macmillan, 2001 (Macmillan young library)

This series illustrates humanity's ongoing quest for knowledge and the fascination with space and our place in it. The format suits younger students. Each book is appropriately sized for small hands, with relevant colour illustrations and photographs supporting and enhancing the clear, concisely expressed information printed in a large font. Although essentially correct, a few explanations are so simple they don't facilitate greater understanding, however there is a balanced mix of general knowledge with fascinating details. A variety of text features make these books useful models for the teaching of information skills. Relevant cautions are issued to solar observers. N. Chaffey

USER LEVEL: Stage 1 Stage 2
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
\$21.95 each

Titles in this series are:

Comets, asteroids and meteors SCIS 1034906
Earth, sun and moon SCIS 1034884
Exploring space SCIS 1034899
Planets SCIS 1034889
The solar system SCIS 1034891
Stars SCIS 1034902

Hands-on science [series]

Kingfisher, 2001

Easy to resource, practical science activities, and experiments that will provide a useful ideas bank for students and science teachers alike, are to be found in this series. Experiments are enhanced by simple, cartoon like coloured illustrations, interspersed with supporting photographs, facts in colour bordered boxes and coloured patches break up the text, create visual interest, highlight directions and aid comprehension. Knowledge and understandings about the physical world, dealt with in detail during secondary years, are presented in a foundational way, ensuring primary aged students are able to easily follow, perform and understand the concepts. N. Chaffey

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
Paper \$15.95 each

Titles in this series are:

Electricity and magnets SCIS 1037464
Forces and motion SCIS 1037481
Matter and materials SCIS 1037473
Sound and light SCIS 1037487

BREIDAHL, Harry

Life in strange places [series]

Macmillan Education Australia, 2001 (Macmillan library)

Phytoplankton, microbes, meiofauna, lice, mites and other microscopic creatures are well photographed and sketched in this series. Using appropriate language, vivid enlargements of organisms, comprehensive data sheet and useful glossary, these books are highly recommended for school libraries to support the junior science syllabus areas of classification, food chains and microscopic fauna analysis. Each book concludes with an interesting section describing the technology used in discovery, the Profile of the

work of a relevant scientist and an explanation of what these organisms mean to us. P. van Ruggie.

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science
SYLLABUS: Science & Technology K-6; Science Stages 4-5
 \$26.95 each

Titles in this series are:

Dark secrets: life without sunlight SCIS 1041479
Diminutive drifters: microscopic aquatic life SCIS 1041446
Extraterrestrial life: life beyond earth? SCIS 1041453
Extremophiles: life in extreme environments SCIS 1041475
Itty gritty critters: life between grains of sand SCIS 1041425
The zoo on you: life on human skin SCIS 1041464

HIDDENS, Les

Discover wild Australia with the bush tucker man [series]

Penguin, 2001 (ABC /Explore Australia/Puffin)

A television personality introduces the reader to the biodiversity, complexities and fascinating details of some Australian ecosystems. Each double page features a topic, which is supported by details and captioned coloured photographs. Topics that highlight and support environmental education include, Indigenous insights, land use examples, plant and animal survival, and European exploration. The author continually refers to Aboriginal people in the past tense, which may lead the reader to believe that Aboriginal people no longer use bush foods or medicines, with no attempt to reflect on vibrant contemporary Aboriginal culture. Associations between bush tucker and common foods are made along with cautions for young enthusiasts. Illustrated species have their dimensions noted and all species mentioned are listed with both their scientific and common names. N. Chaffey

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
 Paper \$14.95 each

Titles in this series are:

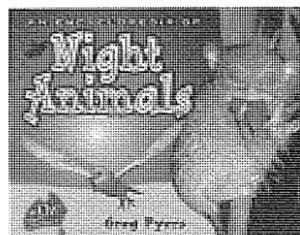
The coral coast SCIS 1034340
The living desert SCIS 1023779
The top end SCIS 1035633
The tropical rainforest SCIS 1023781

PYERS, Greg

An encyclopaedia of night animals

Heinemann Library, 2001 (Oz library collections)
 ISBN 1740700171 [591.5]

The behaviour and habitats of nocturnal animals are clearly explained in this simple reference book. The animals are listed in alphabetical order, one to each page, which facilitates access to information. A world map indicating the animals' locations accompanies each description. The style of this book is uncluttered, the text is bold, large and easy to read, and coloured photographs are a feature of every page. The text indicates when many of the animals were introduced to Australia. There is an illustrated comparison to show the relative



size of the animal to a human. This resource would support the Science and Technology strand, *Living things*. J. Hancock.

USER LEVEL: Stage 1
KLA: ST
SYLLABUS: Science & Technology K-6
 \$25.00 SCIS 1037571

Killer creatures [series]

Belitha, 2001

Featuring several Australian animals, this series seeks to demystify many of the features of three different predators in the animal kingdom. Each book contains information on hunting, reproduction, location, and which of each species are deadly to humans. There are also sections on what creatures are at risk, special facts and words about the particular animal, and project pages with interesting experiments. The text is clear and easy to read, accompanied by colourful photographs and labelled diagrams. This series would support the Stage 1 Science and Technology unit *What's alive* and the *Environments* strand of the HSIE syllabus. J. Eade

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$33 each

Titles in this series include:

Shark SCIS 1046248
Snake SCIS 1046244
Spider SCIS 1046246

McEVEY, Shane F.

Insects and spiders [series]

Macmillan Education Australia, 2001 (Macmillan library)

Written by an Australian Museum entomologist, this exciting, colourful series is informative and well presented. Common chapter topics focus upon attributes, habitats, food sources, communication, life cycles, and predators of insect and spider species. Many pages feature recurring leaf icons which impart an extra *Fascinating fact* or *Did you know?* question to break up the main text. Important information about students observing or capturing insects is included. Of particular note is that most minibeasts are recommended for watching only, in their natural environment, rather than keeping them in captivity. This series is excellent support for the Stage 2 units, *Mini-worlds* and *Cycles in our world*. I. McLean

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$26.95 each

Titles in this series are:

Beetles SCIS 1041324
Bugs SCIS 1041327
Dragonflies SCIS 1041329
Flies SCIS 1041328
Moths and butterflies SCIS 1041325
Spiders SCIS 1041326

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THEODOROU, Rod & TELFORD, Carole

Lizards and snakes

Heinemann Library, 2001 (Oz library collections)
 ISBN 174070018X [597.95]

This compact book is an excellent resource for students studying reptiles. It could also be used as a model for writing information reports. The vibrant photographs with accompanying captions are eye-catching. Each chapter introduces a new aspect of the life of these reptiles and the information is clear and easily accessed by the student researcher. The text is in a large format. Difficult terms are written in bold lettering and explained in the glossary. There is an excellent chart which uses a Venn Diagram to compare the characteristics and attributes of lizards and snakes. This resource would support the teaching of the Science and Technology strand, *Living things*. J. Hancock

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$25.00 SCIS 1037543

GUNZI, Christine

My best book of big cats

Kingfisher, 2001
 ISBN 0753405423 [599.75]

Students seeking general information on big cats will appreciate this book. Beginning with a description and labelled diagram of a big cat's body, the book covers the dimensions and countries of origin of felines such as the lion, tiger, leopard, jaguar and cheetah. Sections on *Growing up*, *Cat talk* and *The first big cats* are included. Some species are featured on a double page with additional details. The simple text is complemented by colourful illustrations. This book could support the Science and Technology units, *Cycles in our world* and *Environment matters*. J. Eade

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$16.95 SCIS 1037458

BOND, Royce

Spare body parts: & other weird science

Hodder Headline, 2001 (A Mark Macleod book)
 ISBN 073361311X [601]

In its attempt to reach a wide audience by making science relevant, human centred and non threatening, this book does not succeed. The introduction, contents, glossary of scientific terms, end of chapter reflective questions, index, and references for further reading, resemble those of a textbook. However, Mitch Vane's cartoons explore only the weird, sexist and obscure references of the book's quasi scientific concepts. Speculations include possible scientific advances in robotics, medicine, lasers, the Internet, and warfare. Accessing the information requires a high level of reading ability, and the book therefore is appealing to confident students who enjoy a humorous recreational reading challenge. P. van Ruggie

USER LEVEL: Stage 5
KLA: Science
SYLLABUS: Science Stages 4-5
 Paper \$14.95 SCIS 1045081

MURKOFF, Heidi & RADER, Laura

What to expect kids books [series]

HarperCollins, 2001
 ISBN 0732269660

Angus the Answer Dog serves as the reader's friend and confidant throughout these informative books that provide children and parents with answers to many questions about growing up. In *A word to parents*, the introductory message common to each title, television identity and parenting expert, Murkoff, explains that she has created the lovable Angus to support students through new, sometimes challenging, experiences. The books serve as useful starting points for discussion and dialogue about topics such as human pregnancy; preventative health care; and babysitting. Well supported by labelled diagrams and colourful illustrations, there are also suggested family discussion points and activities indicated by paw print icons. G. Penn



USER LEVEL: Stage 1 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6
 Paper \$12.95 each

Titles in this series include:

What to expect when mummy's having a baby SCIS 1042733
What to expect when the babysitter comes SCIS 1042722
What to expect when you go to the doctor SCIS 1042727

LOVES, June

Database transport [series]

Macmillan Education Australia, 2001

Transportation in its varied forms is outlined in this series. The development, innovations, uses on land, in and on water, in the air and in space, during the past two centuries is explained. Great effort has been made to give each page a computer screen look, with drop-down menus and associated icons. This design is cosmetic and is additional to conventional headings. There are valuable sections in which future directions in safety and environmental issues, associated with each type of transport, are noted and put into context. Illustrations are useful, as are the well labelled diagrams and coloured photographs. Some detected editing errors are a concern. N. Chaffey

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science and Technology K-6
 \$26.95 each

Titles in this series are:

Aeroplanes SCIS 1034865
Bicycles and motorcycles SCIS 1034874
Cars SCIS 1034871
Ships SCIS 1034859
Spacecraft SCIS 1034875
Trains SCIS 1034862

NICHOLSON, John

Solo transport [series]

Omnibus, 2001

Young readers often select books to complement their developing personal interests. In addition, these fresh resources support class

activities in topics like transport, and in developing skills in reading for specific information. Generally, these compact books supply basic facts and leave the reader wanting to learn more. In *Ships*, there is some clumsiness in explaining their naming, and a focus on the problems that ships encounter. This title would benefit from a single general diagram of a ship, identifying its parts. The second title's clear definitions of each type of train are excellent, easy to understand and of an appropriate level of reading difficulty. The illustrations and useful glossaries add to the clarity of the information. I. Kolder-Wicks

USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$10.95 each

Titles in this series are:

Ships SCIS 1045984
Trains SCIS 1043163

JEFFERIS, David

Monster machines [series]

Belitha, 2001

Jets, trucks, spacecraft, racing cars and super bikes are focused upon in this series, with detailed and quite advanced explanations about how each machine works. A contents page, coloured photographs, recent information, index and glossary are included in each title. Some simple, though at times loosely connected, projects or experiments are provided. The level of language and explanations could be above the user level. The information in each book could be used to support the achievement of outcomes in HSIE, *Social systems and structures* and in the Science strand, *Physical phenomena*. This is a series best suited to the enthusiast. A. Arnott

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science and Technology K-6
\$33.00 each

Titles in this series are:

Jets SCIS 1040495
Racing cars SCIS 1040081
Spacecraft SCIS 1040496
Super bikes SCIS 1040343
Trucks SCIS 1040523

LASKEY, Kathryn

Interrupted journey: saving endangered sea turtles

Candlewick, 2001

ISBN 0763606359 [639.97]

The strength of this book is that it provides an example of how people can work together to ensure the survival of an endangered species. Volunteers on the north-east coast of USA, under the philanthropic guidance of one individual, patrol beaches to find sea turtles stranded in cold waters, so that they can be returned to warmer waters in the south east. Such participatory effort is a feature of the Department of Education and Training *Environmental education policy for schools*. While many Stage 3 readers may find the language cumbersome to read, Stage 2 and 3 students would enjoy having this absorbing story read to them. Clear, coloured photographs are of outstanding quality. J. Kennelly

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
\$27.95 SCIS 1037587

The Cambridge world history of food

/ edited by Kenneth Kiple. Cambridge University Press, 2000 (Aust. release 2001)

ISBN 0521402166 [641.3009]

This two volume set is a comprehensive study of food, including: particular food group histories; food culture; and related issues such as nutrition, diet and food biotechnology. Although the information is detailed and extensive, the reference is easily accessible through clear use of sections, sub sections and both name and subject indexes. Each section has an overview of the information presented. It is possible to access information based on a food type, region or a particular aspect of study. Tables, illustrations and graphs support the information. For quick referral, an *Historical dictionary of the world's plant foods* is housed in one section. While this title is more a professional tool, there is value for the student in a wide range of applications. B. Kervin

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology Stage 6
\$299.00 for two volume set SCIS 1038933

GIOFFRE, Rosalba

My very first Italian cookbook

Viking, 2001 (I'm the chef!)

ISBN 0670896934 [641.5]

Coloured photographs of children preparing recipes will appeal to readers of this cookbook. It is written for students aged nine and older to use independently, with reminders about adult help given on each page. Recipes are clearly set out on each double page, with photographs used to show ingredients, utensils and each step of the method. An introduction to each recipe includes information on the dish and its origins in Italy. The language used is appropriate for this age group, with numbers clarifying the steps in the procedure. The book could be used in investigating the contribution of different cultures to modern Australia. K. Wheeler

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$21.00 SCIS 1047478

Just eat!

/ collected by K-L Clinton & Stephanie Hutchinson. New Holland, 2001.

ISBN 1864367105 [641.5994]

Famous Australians, including politicians, sports stars and entertainers, have provided recipes for this cookbook to inspire children and encourage families to cook together. Recipes are divided into three sections: *Soups & snacks*; *Dinner's done*; and *Something sweet*. Each recipe begins with a short parenting message from the celebrity that will appeal to adults. Recipes are presented in an easy to follow procedure format, with ingredients and method clearly set out. It is illustrated with childhood photographs of many of the adult contributors. Attractively presented and spiral bound, this book could be used to support topics about balanced nutrition and healthy food choices. K. Wheeler

USER LEVEL: Stage 1 Stage 2

KLA: ST
SYLLABUS: Science & Technology K-6
Paper \$19.95 SCIS 1043737

Australian textile, clothing, footwear & allied industries [computer software]

TCFL Design and Technology Centre, 2000

ISBN none [677]

Specifically designed to support the *Textiles and design: Stage 6 syllabus*, this excellent CD-ROM contains six sections in Module One. Many areas of the textile industry are discussed clearly in *Overview of the Australian TCF & allied industries*, plus past, present and future trends. *Quality of textiles* provides details on: quality assurance and specifications; fabric performance; and testing. *Value of textiles* considers personal, traditional and economic values, as exemplified by items such as vintage clothing and Indian embroidered garments. *Manufacturing specifications* – *product labelling* includes legal and safety requirements, including those required for children's nightwear. *The marketplace* covers internal and external pressures affecting the industry. Recycling and waste reduction are discussed in *Industry issues*. Each section provides case studies and activity templates. The wealth of quality, current information makes this a worthwhile resource for teachers and students. Printed versions of the CD-ROM's PDFs are available as class sets. V. Smith

Minimum requirements

Macintosh: System 7

Windows 95/98

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles & Design Stage 6
\$40.00; class set of 10 books \$198.00; TCFL Design & Technology Centre, Fax (02) 9209 4223 or www.tcf.com.au SCIS 1049303

JANSON, H.W. & JANSON, Anthony

History of art

Thames & Hudson, 2001

ISBN 0500237816 [709]

A landmark textbook that presents a monumental amount of information, in a chronological way, this sixth edition changes the previous densely layered format of earlier editions. Chapters have relevant headings and many beautifully coloured illustrations that break up the page and consequently encourage the reader to read further. There are also quotations from writers and observers of the times, definitions of unfamiliar terms, and a much expanded modern section. The East is not mentioned, but generally, for a great start to the study of the art history of the Western world, this book is the perfect place to begin. K. Ashley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
\$158.00 SCIS 1038860

The human face [kit]

British Museum Education Service, 2000 (British Museum photo packs)

ISBN 0714127175 [704]

Contained in this pack are 30 A4 glossy reproductions on the theme of the human face, from a variety of periods, cultures, methods and materials. Each image is presented with a neutral, isolating

background directing the viewer's focus on the object. On the reverse of each card, basic information and historical notes are combined with short comments and related writings, some of which incorporate prose, quotations, literary pieces and excerpts, and artists' comments. Also contained is a booklet of teacher's notes and suggestions for class activities in various subject areas, plus nine blackline originals which are suitable for reproduction. This pack is adaptable for use across many subjects and levels from Kindergarten to Year 12.A. Whyte

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
Stage 6 Professional
KLA: CA; HSIE
SYLLABUS: Ancient History Stage 6; Creative Arts K-6;
Drama Stage 6; Visual Arts 7-10; Visual Arts Stage 6
\$71.50 SCIS 1038962

FINEBERG, Jonathan

Art since 1940: strategies of being

2nd ed. King, 2000 (Aust. release 2001)

ISBN 1856691918 [709.04]

Covering a timeline of movements and individual artists and their work, from 1940 till the present, this 528 page book is divided into many short sections within fifteen chapters, which can be read as individual essays, or, as part of the whole. As such, it would be ideal for elective students looking for snapshots of artists, their work and ideas, or the periods and styles they represent. These divisions are also ideal to support the *Visual Arts: Stage 6 syllabus* used as either stimulus material for *Case studies* or in selecting excerpts for trial examination papers. Especially useful, is the more contemporary information such as chapters on Postmodernism. A. Whyte

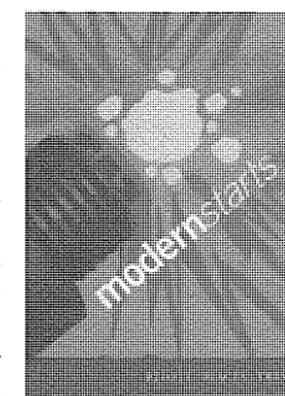
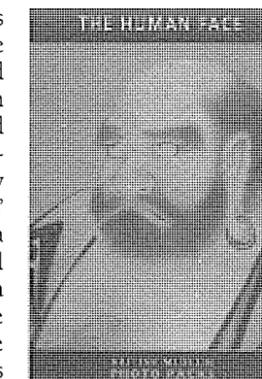
USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
Paper \$65.95 SCIS 1038865

Modern starts: people, places, things

/ edited by John Elderfield. The Museum of Modern Art, 1999 (Aust. release 2001)

ISBN 0870700251 [709.4]

While this illustrated guide covers a comparatively short period in modern art, from 1880 through to 1920, it does so in a most intriguing fashion, for example, there are no signposts of the "isms": Cubism, Fauvism, or Expressionism. Using exhibits from the Museum of Modern Art in New York, this book leads the reader to explore the topics of people, places and things with a variety of approaches and order. An



example of this is the choice of photographs which takes the reader through the posed and unposed portrait, selected thematically, rather than chronologically. This is an exciting and elegantly presented volume of ideas. K. Ashley

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts Stage 6
\$115.50 SCIS 1006695

Visions of a republic: the work of Lucien Henry, Paris, Noumea, Sydney

/ edited by Ann Stephen. Powerhouse, 2001
ISBN 1863170782 [745.492]

While the catalogue of an exhibition (this one at the Powerhouse Museum in April 2001) must, to some degree, present the reader with a detailed explanation of works on display, this beautiful example does much more. This is an account of Lucien Henry's life in Paris, his exile to the South Pacific, and his impact on preFederation Sydney. Unfortunately, few of his designs were ever created in three dimensional form. This is a specialist's book, but one that has relevance to any design student with an interest in the distinctive appeal of Australian flora and fauna. K. Ashley

USER LEVEL: Stage 6 Professional
KLA: CA; TAS
SYLLABUS: Visual Arts Stage 6; Textiles & Design Stage 6
Paper \$45.00 SCIS 1042777

FINN, David

How to look at everything

Abrams, 2000 (Aust. release 2001)
ISBN 0810927268 [770]

Suitable for professionals and senior students wanting to obtain a different perspective on visual experience, this series of essays on the way we look at our world is illustrated by colour and black and white photographs. Quotes by other authors, and relevant poetry extracts, are also included. The images are drawn from: history; nature; machines; household objects; landscape and cityscape. They cover design, architecture and sculpture. Design elements, especially light, shape and surface textures are explored, using relevant examples, and ideas are reinforced by discussion of the thought processes, artistic and aesthetic views that humans have of their personal and global environments. A. Whyte

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
Paper \$38.50 SCIS 1038906

DAVIS, Richard

Eileen Joyce: a portrait

Fremantle Arts Centre Press, 2001
ISBN 186368333X [780.92]

This biographical portrait traces the journey of one of Australia's finest pianists from childhood poverty to the concert halls of Britain and

Europe. In an affectionate, yet frank and evenhanded approach, using personal papers and interview records, the portrait allows the reader to decide on Joyce's place in Australian musical history. While very much a story of her musical achievements, complete with a comprehensive list of recordings and interspersed with contemporaries' comments on her performances, negative aspects are not hidden from the reader. What appeals are the more human themes of generosity and compassion; the strength and determination to overcome adversities, and the way individual talent brings joy to others. It has value in documenting Joyce's place on the world stage. B. Kervin

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7-10; Music Stage 6
Paper \$24.95 SCIS 1037622

Myth & meaning: Australian film directors in their own words

Currency, 2001
ISBN 0868196096 [791.43]

Perhaps an unexpected film critic and commentator, Catholic priest Peter Malone has nevertheless interviewed many contemporary Australian directors. Their dialogues with Father Malone are revealing, both in terms of individual artistic pursuits and in revealing a collective consciousness in Australian filmmaking. Whether these directors have reflected or shaped the Australian identity is a matter for debate. The fifteen directors presented here, including Gillian Armstrong, Bruce Beresford, Scott Hicks, George Miller, Fred Schepisi and Nadia Tass, offer some fascinating insights into modern Australian film. This book is a valuable resource for high school and tertiary film studies. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6:
Standard; Advanced
Paper \$27.50 SCIS 1042278

CHRISP, Peter

A Shakespearean theatre

Hodder Wayland, 2000 (Aust. release 2001) (Look inside)
ISBN 0750228091 [792.0942]

Introducing the theatre and social life of Shakespearean times, this book is a colourful, engaging reference. Apart from concise information on the playhouse, the player, plays and playwrights of this era, there is also a good deal of focus on some of the more covert aspects of the times. 'Cutpurses' or pickpockets, 'penny stinkards' or poorest members of the audience, the use of trapdoors and the importance of blood and brawls, also feature in this publication. Illustrated by Adam Hook, it includes a glossary and suggestions for further reading, making this a most worthwhile resource for studies on the life and drama of the Elizabethan era. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$16.95 SCIS 1011332

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lan.mclennan@det.nsw.edu.au

BARBER, Nicola

Poets of the First World War

Evans, 2001
ISBN 023752239X [821]

Linking history and literature, this study of World War I through its renowned poets is compelling reading. Featuring such significant poets as Ivor Gurney, Wilfred Owen, Isaac Rosenberg, Siegfried Sassoon and Edward Thomas, this book is presented in a clear, colourful manner that quickly captures one's interest. Photographs, biographical notes, quotations, historical information and verses readily convey both the soldiers' courage and the horror of war. It is a wonderfully conceived reference that integrates English and the social sciences and is suitable for a wide age range. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English K-6; English 7-10; Modern History
Stage 6
\$33.00 SCIS 1046454

WHITTAKER, Nicola

Creature features [series]

Watts, 2001

Clear, well chosen photographs illustrate this attractive series, in which each volume examines one physical feature of a range of animals from across the continents. Each feature is briefly described in verse, but with little emphasis on its purpose in each animal. To conclude each book's main text, there is a reference to the corresponding human feature. Useful, well illustrated glossaries provide zoological names, classes, habitats, food sources and other relevant facts for the animals mentioned. The book design is clear and consistent. Titles in this series invite language play, discussion and comparison with other, more familiar animals, and have appeal for newly independent readers. This series would support the teaching of the science and technology strand *Living things*. W. Smith

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
\$29.95 each

Titles in this series are:

Creature feet SCIS 1039911
Creature hair SCIS 1039914
Creature noses SCIS 1039913
Creature tails SCIS 1039912

How did she do it?: a literary enquiry into the worldwide appeal of Agatha Christie

[videorecording]
/ written & presented by Janet Morgan. Orsino, 1986 (Aust. release 2001) (55 min.)
ISBN none [823]

A balanced view of the work of this admired, prolific writer of murder mysteries is presented in this documentary. Eminent commentators and authors, including P.D. James, literary agents, impresarios, and Christie's biographer, deal clearly and cogently with aspects of: the formula; locations; Christie's writing practice; and links between her family context and her prolificacy. Vox populi interviews in Part 1 support a brief analysis of both her skill and the universal attraction she holds. Part 2 is an evaluation of her extensive work, as both literature and popular fiction, dealing with: contexts; dialogue; characterisation; and plot. Extracts from selected books, and numerous play and film adaptations, make useful illustration throughout. W. Bowie

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6
\$79.00 Maxwell's SCIS 1046640

J.R.R. Tolkien [videorecording]

BBC Television, 1997 (Aust. release 2001) (50 min.) (An awfully big adventure: the making of modern children's literature)
ISBN none [823]

Through performances and reconstructions, and readings from *The hobbit* and *The lord of the rings* by Tolkien himself, the audience is invited to cross the threshold. Middle-earth comes to life in this sumptuous documentary. We also enter the real world of Tolkien, Oxford don and Inking. Tolkien's stories provided a realm for the ancient languages that had interested him from boyhood, and were to become his life's work. Critics, publishers and illustrators link Tolkien's creative vision, his love of languages, and his professional philology, to real places and times. This excellent video is relevant support material for the area of study *Changing worlds in the English Stage 6: syllabus*. W. Bowie

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
\$79.00 Maxwell's SCIS 1046637

ROSS, Stewart

1990s

Evans, 2001 (Take ten years)
ISBN 0237519585 [909.82]

As a basic, handy reference to events of the 1990s, this is a worthwhile book which provides a concise, chronological overview of events. Adopting a newspaper style and language, supported by maps and coloured photographs, the format is striking. Features include new events or developments in *For the first time ever, New words and expressions*, and the web sites of major overseas newspapers. Time would be needed to investigate the curriculum relevance of these linked sites. This book has a global approach with few references to Australia. This book could support the Stage 4 History Optional study, *The modern world* and the Stage 5 History topic, *Social and political issues from the 1970s to the 1990s*. B. Hull

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
\$33.00 SCIS 1046252

All prices in the availability statement include GST.

Groundbreakers [series]
Heinemann Library, 2001

With its straightforward text and clear layout, this series offers an introduction to the topic of exploration. Each book is well illustrated, with photographs, drawings and maps. The reader is also introduced to documents and primary sources, including snippets from the diaries of crew members and explorers. There are a variety of text features included for easy retrieval of information. In addition to the biographical details of each explorer is an assessment of that person's legacy and contribution to the modern world. This series would be a useful adjunct to the optional study, *The shaping of the modern world* in History Stages 4-5. B. Hull

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5
\$33.00 each

Titles in this series include:

Ferdinand Magellan SCIS 1046517
John Cabot SCIS 1046493
Marco Polo SCIS 1046527
Sir Francis Drake SCIS 1046463

TULLOCH, Coral

Antarctica: the last great wilderness

Heinemann Library, 2001 (Oz library collections)

ISBN 1740700252 [919.8]

Coral Tulloch, popular children's author and illustrator, was accepted as a expeditioner on an icebreaker bound for Antarctica. This inspired a delightfully unique information book. Using interview format rather than subheadings, and supported by excellent colour photographs, maps and diagrams, Coral demystifies the isolated continent of Antarctica, its climate and its wildlife. Issues such as the fragility of environments, and ways of attempting to protect them, are considered. The sturdiness, compact size and landscape style page layouts make the book an excellent resource when working with small groups of students. It is a resource to support the achievement of HSIE *Relationships with places* outcomes ENS2.6 and ENS3.6.1. McLean

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$25.00 SCIS 1037556

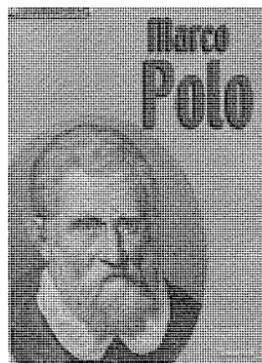
ARNOLD, Nick

Awesome archaeology

Scholastic Children's, 2001 (The knowledge)

ISBN 0439999081 [930.1]

From its alliterative headings, to its corny puns, this is an enjoyable, fact filled read for both the junior and senior student of archaeology. The discovery, excavation, recording and dating of sites and finds are presented in a cartoon type format with accompanying quizzes, advertisements, and guides. Brief biographies of archaeologists, marine archaeology, experimental archaeology and the impact of archaeology are also included. Arnold's snappy style



and gruesome facts are sure to be of interest to the reader. This book provides entertaining reading for Ancient History and History students. B Hull

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
Paper \$9.95 SCIS 1044535

People who made history in [series]

Hodder Wayland, 2000 (Aust. release 2001)

By focussing on people, students are able to explore past civilisation in this easy to read approach to history. Some of the more famous personalities include: the Pharaohs Rameses II, Tutankhamun and Hatsheput, scribes, and governors from ancient Egypt; and ancient Greeks, Homer, Pericles and Archimedes. The format is simplistic but information rich for the user. Chapters deal with each personality by placing them in their historical context and then providing background, a 'ready reckoner' of points of interest, **Spotlight on**, and a summary of their achievements. The language caters for a range of ability levels and is well supported by the use of illustrations and photographs, timelines, **Pronunciation guide** and additional source lists. The style and brevity will encourage students to use this as a first point of reference for class and assignment work. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
Paper \$19.95 each

Titles in this series include:

People who made history in ancient Egypt SCIS 1046453
People who made history in ancient Greece SCIS 1046446

HILLMAN, Robert

Australians at war [series]

Echidna, 2001

With each topic on a double page highlighted by intriguing photographs, this series provides an overview of three conflicts in which Australia has participated. Each volume outlines the background to the conflict, significant events, the contribution of women and Indigenous Australians, and the commemoration of these wars. The text is simply written, and bolded key words are explained in a glossary. Fact boxes offer fascinating facts. Individuals are only briefly mentioned. This series could be used by students studying the History (mandatory) Stage 5 course. B. Hull

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
\$28.60 each

Titles in this series are:

The Vietnam War SCIS 1038383
World War I SCIS 1038386
World War II SCIS 1038392

WEBBER, Kimberley

The Australian gold rushes [series]

Macmillan Education Australia, 2001

ISBN 0732964547

As the definitive coverage of social life and customs during the gold rush, this is a must for Australian school libraries. Webber, Senior Curator of Social History at Sydney's Powerhouse Museum, packs

each book with information, coloured photographs, timelines, reproductions and fascinating facts. Aspects of European involvement are extensive and detailed, from entertainment and daily life on the goldfields to advances in agriculture and industry over 150 years. Aspects of Aboriginal peoples' involvement are covered to a much lesser degree. There is a perspective given from "the other side of the frontier", with some interesting facts, but only one Aboriginal person is credited with his own name and no Aboriginal language groups or countries are given recognition. Demonstrating how the discovery of gold changed Australia forever, including some unique effects on Federation, the books support the Stage 3 HSIE unit, *Gold!* S. Rasaiah

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$26.95 each SCIS 1045742

Titles in this series are:

Daily life on the goldfields SCIS 1045739
Entertainment on the goldfields SCIS 1045732
Gold fever SCIS 1045734
Growing up on the goldfields SCIS 1045738
Growth after gold SCIS 1045731
Law and order on the goldfields SCIS 1045729

BIRRELL, Bob

Federation: the secret story

Duffy & Snellgrove, 2001

ISBN 187598979X [994.03]

Was Federation an act of Australian national identity, or a consolidation of forelock tugging "Britishness"? Was it a rather narrowly focussed political deal, or a sweeping national movement? A great contribution to Federation's centenary is the serious writing, refreshing reappraisal and interpretation it has attracted. The subtitle suggests that Birrell is countering a suppression of the truth, but the book is part historiography, part history, and is more about countering prevailing revisionist views. Despite the imperial framework, there was a growing cultural and political Australian nationalism well before Gallipoli. This offers a more confident view of Federation and the role and achievement of the Federationists. G. Spindler

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Modern History Stage 6
Paper \$21.95 SCIS 1030821

DALGLEISH, Sharon

Federation poster pack: 8 large-format full-colour posters! [chart]

Blake Education, 2001

ISBN 1865097926 [994.04]

This compact, visually stimulating collection of posters about Australian Federation provides a great classroom resource for students studying Australian political history. This resource has direct application to *Australian social and political life to 1914* in the mandatory History Stage 5 syllabus. The array of visual information, photographs and stimulus material presented enables students to recount key events and developments in the Federation period. The posters reflect events immediately before, during and at the formation of the new nation. Titles include: **The day Australia became a nation**; **First Parliament opens**; **Celebrating around the nation**; and **First Australian government**. Teachers could use this resource for creative group work or individual task

oriented activities. K. Wratten

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History Stages 4-5
\$35.20 SCIS 1036800

BRASCH, Nicolas

Australia's neighbours [series]

Heinemann, 2001

This series aims to develop students' understanding of some of Australia's neighbouring countries. These resources would support the *Geography: Stages 4-5 syllabus* elective topics, *Australia's neighbours and Development geography*. Each book has a clear, standard format and the text is well supported by appropriate photographs and maps illustrating: unique geography; history; plant and animal life; and aspects of everyday life. Data boxes highlight interesting facts. A brief historical outline traces key events in the development of each country. The general structure, including well sized print, contents, glossary, index and further contacts, is suited to junior students. K. Wratten

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: HSIE K-6; Geography Stages 4-5
\$28.60 each

Titles in this series include:

Antarctica SCIS 1045058
Pacific islands SCIS 1045067
Papua New Guinea SCIS 1045070
Vietnam SCIS 1045079

Professional reading

Resources are in Dewey order.

TUCK, Timothy

Civics and citizenship: ready-to-go ideas and activities promoting students' participation as informed, reflective citizens in the community [series]

Blake Education, 2001 (Ready to go!) [323]

Written to SOSE national outcomes, the ideas and activities in these books could be adapted to support the NSW HSIE K-6 syllabus. Beginning with brief, useful background notes on civics and citizenship, each book offers effective teaching and learning strategies, and easily adopted activities that extend beyond the classroom. The numerous photocopiable worksheets are useful for revision and extension, and more demanding task cards are suited to use in individual or group activities. An excellent feature is the emphasis on citizenship related activities, rather than simply testing knowledge of civic institutions. Despite a few minor factual inaccuracies, the books provide some very valuable, easily accessed starting points for teachers. G. Spindler

USER LEVEL: Professional
KLA: HSIE

SYLLABUS: HSIE K-6
Paper \$21.95 each

Titles in this series are:

Civics and citizenship. Lower primary SCIS 1036797
Civics and citizenship. Middle primary SCIS 1036796
Civics and citizenship. Upper primary SCIS 1036795

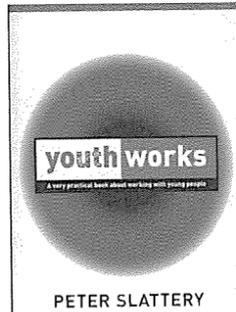
SLATTERY, Peter

Youthworks: a very practical book about working with young people

P. Slattery, 2001
ISBN 0646412906

[362.7]

Peter Slattery draws upon his experience working with young people from many cultures to describe processes which may encourage healing, decision making, problem solving or conversation with adolescents. Each stage of the process is related to key ideas which aim to catch the young person's notice (engagement), invite and explore responses and identify new paths. A particularly useful tabled index identifies activities such as story telling and questioning, in groupings divided into **Individual, Family, Group, or Couple**. Some issues raised are drug abuse and cultural tension. Teachers and school counsellors will find that this book provides excitingly different and practical ideas for connecting with young people. M. Hadfield



PETER SLATTERY

USER LEVEL: Professional
KLA: PDHPE
SYLLABUS: Crossroads; PDHPE K-6; PDHPE 7-10
Paper \$35.00 SCIS 1050839

ARMSTRONG, Alison

The child and the machine: how computers put our children's education at risk

Scribe, 2001
ISBN 0908011539

[372.133]

In the face of the extraordinary amounts of money expended in computerising classrooms, issues are raised here based on research in Canadian, Australian and New Zealand primary schools, that this capital investment is often made with insufficient concern for pedagogy. Some of the debate focuses on definitions of computer and information literacy, and issues discussed are not new but are worthy of a revisit. Without being too technical, questions are asked about the perceptions of a community that often favours a technology based approach to teaching, with little advantage in advancing educational outcomes that include the emotional and creative ways in which children learn. This is worthwhile reading for those involved in a school's future directions. E. Maxwell

USER LEVEL: Community Professional
Paper \$30.00 SCIS 1047099

Do you have a great idea for a future Scan article?
Please ring The Editor on 02 9836 7501 or email
ian.mclean@det.nsw.edu.au

Who reviews?

Reviewers for **Scan** and the **DET** web site are selected from teachers and teacher-librarians across the state.

Reviewers for this issue were:

Rachael Anderson, Narrabeena Primary
Ann Arnott, Ryde Primary
Kristin Ashley, Visual Arts, Newcastle High
Julie Barker, Project Officer, Gender Equity
Kathy Bear, HT PDHPE, Woolgoolga High
Bill Bowie, English, Dulwich High
Jason Bradley, Broken Hill High
Sue Bremner, SEO2, Assessment & Reporting
Jill Buckley, SEO1, Training & Development
Nell Chaffey, Tamworth Primary
Chris Dorbis, Project Officer, International Civics & Citizenship
Diana Doust, STLD, Lismore High
Jan Eade, Turramurra North Primary
Colleen Foley, A/PEO School Libraries & Information Skills
Heather Gardiner, Literacy Consultant
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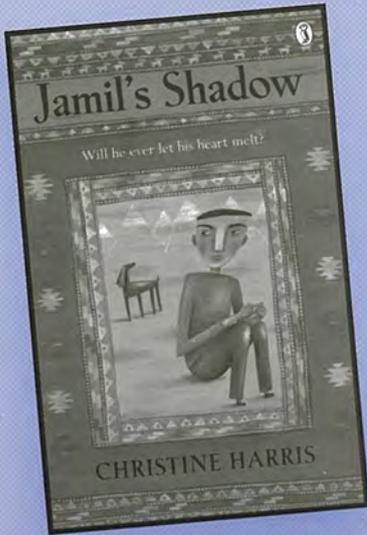
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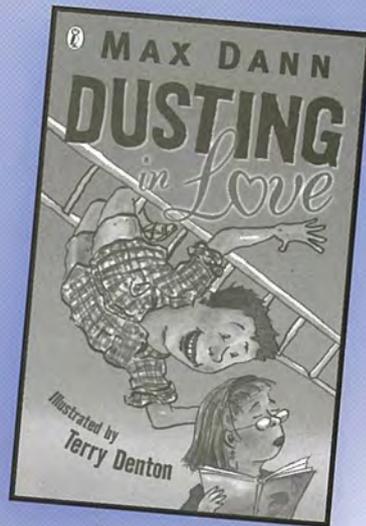
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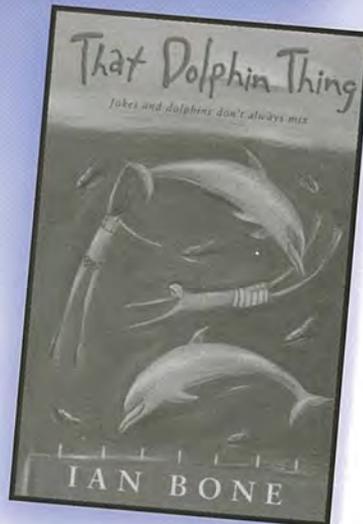
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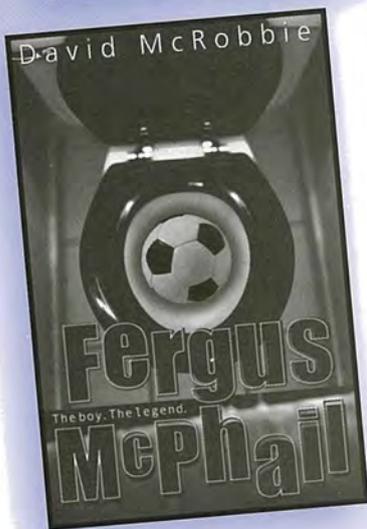
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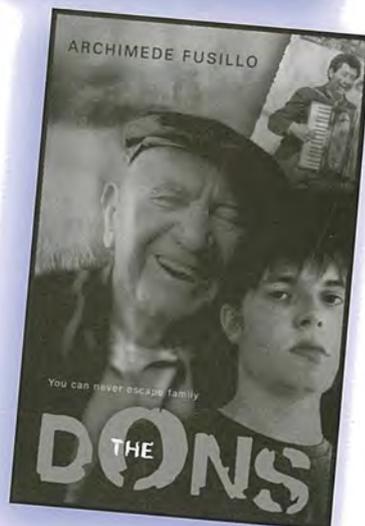
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